

THE SCHOOL JOURNAL.

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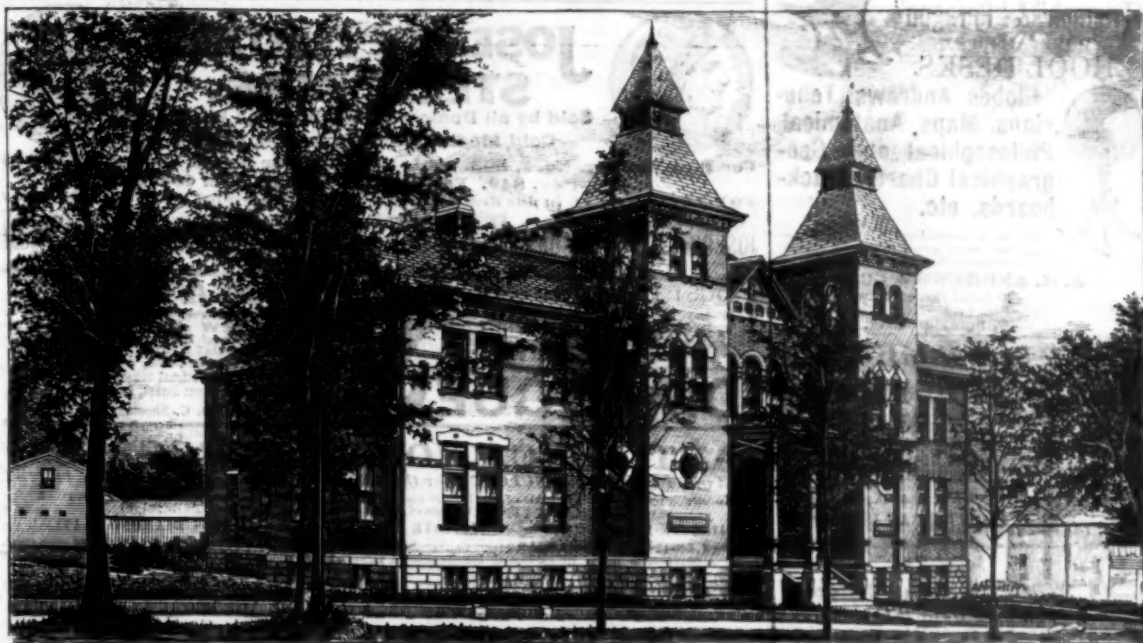
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The School Journal.

ESTABLISHED 1870.

THE SCHOOL JOURNAL.

A WEEKLY JOURNAL OF EDUCATION.

AMOS M. KELLOGG, } EDITORS.
JEROME ALLEN, }

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New York, April 18, 1885.

NATURE is now prepared to give her most fascinating object lessons. The wise teacher will gladly accept her aid.

In respect to self-esteem, some people assume to be like the sun, causing the planets to revolve around it. Stationed in a central place, they immediately begin in the most urbane manner possible to command. "Gentlemen, please revolve! Please revolve!" It does not occur to them that there is no especial reason why revolutions should take place.

CARLYLE compares the work of the world to an immense hand-barrow with innumerable handles, of which there is one for every human being. But there are some people so lazy that they not only let go their handle, but they jump upon the barrow and increase the weight. Don't let go your handle! There is an abundance of profitable work for every one who is willing to lift and push!

PRESIDENT PORTER, at the annual dinner of the Yale Alumni Association of Philadel-

phia, last week, said: "An education is designed to prepare a man for the work and emergencies of life." Thinking out the problems of daily occurrence *correctly*, and acting in accordance with the conclusions *promptly*, has led thousands to success. Want of thought, which is want of education, has led many more thousands to failure.

SYDNEY SMITH once on entering a drawing-room in a fashionable mansion in London, found it lined with mirrors on all sides. Seeing himself reflected in every direction, he said that he supposed he was at a meeting of the clergy, and there seemed to be a very respectable attendance! This witty critic told a well known truth. The reflection of a self-conceited person is always eminently respectable or beautiful in his opinion.

Children will form characters. It cannot be helped. What kind, is another thing. Some kind is certain. This is a law of necessity. Whoever has anything to do with a child, trains that child, whether he will or not. So soon as a pupil comes under his teacher, he begins to absorb character influences. The oxygen taken into the lungs goes into the blood and becomes a part of the body. It does its work of purifying and strengthening. Pure air is a necessity. *We must breathe*, and if we grow strong we must have pure oxygen. Character will be formed, and if it is to be of a healthy kind, it must be by breathing a healthful moral atmosphere. Character can be no more talked into children than pure air can be talked into them. They must live in it and breathe it. *What a teacher is, not what he says, moulds character.*

Truth is of no value unless it has given to it voice hands, and feet. It can then speak, take hold, and run. The sublimest truths the world has ever heard would have remained buried to this day had they not been made known. Ignorance never seeks the truth—the truth must seek it. The resolute, courageous; unconquerable men and women who have felt the truth, and made it known, have been unspeakable blessings to the world. To feel is one thing; to confess and act what is felt is entirely another. Just now educational truth is taking strong hold of the world, because a few are bold enough to express their convictions, and self-sacrificing enough to live up to them. Men who have moved the world have had this character, from Socrates, Savonarola, Peter the Hermit, and Pestalozzi, to Horace Mann and David Page.

The tones that reach a child's heart vibrate there and will be reproduced thousands of times. The harsh metallic sounds of anger and crimination will never lose their effect. A child's voice is only the echo of other voices. Listen to children at play—the little girl is mother over again, and the boy repeats his father. He goes to the gymna-

sium and strengthens muscle, to the school and develops just what he is exercised in. Books form an infinitesimal part of his education. If he is to be magnanimous, forgiving, sympathetic, and strong, he must get for food magnanimity, forgiveness, sympathy, and strength. It is of infinitely more importance that a child should have these virtues than that he should learn arithmetic, grammar, geography, and history. We make too much of the three R's. The fact that the subject of a finite verb must be in the nominative case has no influence on character, *but the way this fact is taught has.*

A LITTLE boy in one of the public schools of this city dropped dead a few days ago, while reciting. The cause might not have been over-pressure; it might simply have been hereditary heart disease; it might have been worry or confinement; it might have been simply that his time had come to die. It is unjust to lay all the diseases that children are heir to at the doors of teachers. They have enough to bear already.

Teachers do not commit murder. They are, with few exceptions, kind and considerate. But with all this, may it not be possible that school confinement and class marking may produce insanity or death? In other words, is it not possible that even our best systems may be improved? The great obstacle to progress consists in the fact that we often reach a place where we are not willing to admit that any progress can be made. The claim of infallibility on the part of any unsanctified mortal is proof positive of weakness and error.

Is it not a little singular that a young man on entering college must know five books of Caesar, six books of Virgil, six orations of Cicero, four books of Xenophon, and three books of Homer, and almost nothing about a telescope, a microscope, a flower, a rock, a barometer, or a thermometer? Does the digging out of Greek roots and the unravelling of knotty Latin sentences afford better mental discipline than solving the difficult problems of Nature? Have the men of the classics had greater minds than the men of science? What has given to the world the thousand inventions that are blessing it—science or the classics? These are not trivial questions. They affect our courses of study and our methods of teaching.

Can any one be found who will seriously claim that science is not entitled to as much respect as Greek and Latin? If one young man gets as much mental discipline out of science as another gets out of the dead languages, is he not entitled to as good a degree? There is another side to this question which some zealous advocates of inflexible courses of study should consider. It may be found in a comparison between the morality of the Odes of Horace and astronomy. Which study is more likely to form a good character? Can there be any doubt as to the right answer to this question?

SCHOOLS for idiots, imbeciles, and persons of unsound mind are rapidly improving. Almost without exception the best methods of instruction are found in them.

HON. B. G. NORTHPROP recently addressed the faculty and students of Cornell University on the subject of forestry. All university work was suspended, and the attendance at the lecture was large.

ONE of Saratoga's chief attractions in the eyes of a venerable Boston editor is its nearness to the great eastern cities—the very thing which makes it objectionable to a Western editor. But then, no man, fate has placed him beyond the reach of Boston's magnetic atmosphere.

THE Saratoga Summer School is the union of three institutions, viz., Stern's School of Languages (New York City), the National School of Elocution and Oratory (Philadelphia), and Kindergarten and Primary Teaching (La Porte, Ind.) Instruction will commence July 6 and close August 15. Full particulars can be obtained by addressing Dr. S. M. Stern, 27 East 44 St., New York.

FULL preparations are made for the coming meeting of the American Institute of Instruction next July at Newport, R. I. Among the outside attractions, a free ocean voyage to Block Island is expected. Round trip tickets can be obtained from all points in the East at reduced rates. Board at the Ocean House will be \$2.25, and at private boarding houses at from \$1.00 a day to \$2.00.

The New Hampshire Journal thus describes what it calls the "murderous method" of the public schools:

"The vast educational machine grinds on as remorselessly as ever. Its victims are found in thousands of households and many more sleep in the graveyards, and yet the grim curriculum in the hands of the School Committee is steadily being strained up to an increased pressure in the interests of what is called the 'higher education.' What is there in this school training that should enable it to hold on its way with undiminished pace? It is not because the awful results are not to be clearly seen. Go into any public school; the bent forms, the squinting, near-sighted eyes, the excited or worn-out expressions in many faces, the signs of disease and near death, tell too plainly what fruits are following 'these liberal courses of study,' pursued under the whip and spur of frequent examinations and meritorious marks and the prizes of promotion. Go into the households, and see how every law of health in eating, rest and sleep is violated for the sake of 'the higher education.'"

THE next meeting of the National Association at Saratoga bids fair to be large and successful. President Soldan is arranging an excellent program, full of just what the teachers will want to hear. Saratoga has the capacity of entertaining three thousand teachers at \$1.00 a day. Hotels will charge \$2.50, and liberal reductions will be made in railroad rates. There is certainly no place where teachers can be more delightfully entertained than at Saratoga. The tempting bait of cheap and numerous excursions should not be held out. There are thousands of teachers who will attend if they know they will receive educational food. Amusement is not the drawing force for earnest teachers. If one thousand would join the National Association for life, agreeing to pay their annual two dollars whether they attend or not, its success would be assured. When this professional stage in the history of the association shall be reached, its character will be on a par with the great meetings of other professional bodies, and not until then.

ALTHOUGH much has been said concerning the evil influence of pernicious literature upon young minds, it seems that the policy of suppression is not in reality so effectual as the endeavor to overcome evil with good. Only half the battle has been fought when trashy books have been condemned and placed under the ban. It still remains that a plentiful supply of good reading be provided to crowd out the bad. This is the object continually kept in mind by the publishers of TREASURE-TROVE, and the aim is to make it so attractive that young people will not think it any sacrifice to devote their time to its pages, instead of to the yellow-backed literature with which some of them may have be-

come more or less familiar. TREASURE-TROVE is commended by the best minds as a magazine fresh, pure, and attractive, containing just what the boys and girls want to read.

CONCERNING "Quincy Methods" the *Practical Teacher* says: "Miss Patridge has done her work thoroughly and well. The writer (Col. Parker) can bear witness to her long, persevering, and thoughtful study of teaching. The publishers find fault with the former superintendent of the Quincy schools because he claims that he got some of the so-called 'Quincy Methods from Calkins' Primary Object Lessons." So far as the writer knows, the work in Quincy came from Rousseau, Comenius, Froebel, Mann, Calkins, and from prominent educators, whose books the teachers in Quincy could read and understand. There was nothing distinctly new or original in the late Quincy work. Its goodness or badness comes from the principles and methods of the past, and in such a light 'Quincy Methods' should be read and studied by all teachers who are seeking for the truth."

The words upon which a comment was made, taken from the *Practical Teacher*, were, "Many of the so-called Quincy Methods came from a book entitled Primary Object Lessons." The publishers of "Quincy Methods" have never thought of finding fault with the former superintendent of the Quincy schools.

THE recent report of the Secretary of the Massachusetts Board of Education is a valuable document. It is especially to be commended for the faithful work of the Agents, George A. Walton, George H. Martin, and John T. Prince. An article on the next page, taken from Mr. Martin's report, shows the condition of some schools in the Old Bay State. It must not be concluded that these are types of all, or that Massachusetts is behind her sister states in methods of teaching, for this is not the case; but it must be admitted that few supervising officers have the courage to tell the truth as these gentlemen have told it. A former report by Mr. Walton will long be remembered, in fact, it did more to show the need of reform, even where reform was supposed to be least needed, than anything that had been printed. The facts given by Mr. Martin this year should be sufficient to convince the most sceptical that decided means should be used to improve our methods of teaching, even in those parts of our country, educationally the most favored. We may infer what the condition of schools is where the advantages for training teachers and obtaining a good education have always been poor.

DR. HIGBEE has been reappointed as State superintendent of Pennsylvania by Gov. Pattison. This looks like Civil Service Reform in Education. Dr. Higbee is a Republican, but takes no partisan interest in politics. His reappointment will have a wholesome influence over the state in the way of placing educational interests above politics. Dr. Higbee was appointed for the first time by Gov. Hoyt in 1881, as the successor to Dr. Wickersham, who resigned. He is a good mathematician, one of the most accomplished classical scholars of the State, a polished orator, and a firm executive officer. He has widely influenced educational thought throughout the State during his four years of service, in the way of directing attention to the importance of culture, scholarship, and thorough professional training in teachers, and of holding up before teachers the development of character as the ideal in education. His personal influence has changed in many counties the character of the institute work in the way of making it more professional and centering its interest on the study of the child. But four years ago there was very little demand for instruction in mental science at institutes; now there is a call for it all over the state. His reappointment is received with universal approbation, and the Governor's action in the matter is highly commended.

A GROSS MISREPRESENTATION OF THE TRUTH was made in a paper read at a recent meeting of the

Teachers' Association of Lowell. These are some of the statements:

"To-day the teacher who would avoid the deadly charge of old fogyism must see to it that there is plenty of noise in his school. Disorder is now desired." If any one believes this he can be forgiven for opposing the new methods.

The author describes a scene in a school-room as follows:

"All the teachers were found standing, and actually holding on to their desks with their hands to steady themselves under the exertion of shouting, so as to make themselves heard above the din which was being made by their pupils. Scholars were standing, talking, eating apples, moving about, and even indulging in small games with each other, with the entire approval of their teacher. To do them justice, I must say, that the most of them were busily at work, but some were not, and a real effort seemed to be made to do everything that was done in the noisiest possible way. 'Scholars, take slates,' shouted the teacher, and at once slates were taken and placed upon the desks with a manifold effort to get up a rousing bang, in which it must be admitted that they succeeded perfectly."

There may be truth in this description, but there is none in the statement that this school is a representative of the "New Education." It is not disorder that is contended for, but real order. When a child's attention is distracted from his work by the fear that he shall make a forbidden motion, he is in a greater state of disorder than when he eats apples and talks to his neighbor. When his mind is intent on his work he is in order, even though he forgets where he is, and announces his discoveries to his neighbor. But he can be taught to be careful in everything without at all restraining his liberty.

When people wish to make an impression by delivering strong statements, they should know what they are talking about, or the deepest impression made will be that of their profound ignorance.

THE author of many of the "Mind Articles" has had occasion to quote from several of the standard authors, among others, *Tate's Philosophy of Education* was credited with the following:

"THE TIME OF SCHOOL EDUCATION, as to age, may be divided into five periods:

1. Infancy, extending to four years.
2. Early childhood, extending to about seven years.
3. Childhood, extending to about ten years.
4. Early youth, to about fourteen years.
5. Youth, to manhood.

THERE ARE FOUR DISTINCT STAGES OF DEVELOPMENT IN THE LIFE OF A HUMAN BEING.

During the first stage the perceptive faculties predominate. They are the following: Sensation, Perception, Attention, Observation, Retention, Primitive Judgment or Intuitive Perception.

During the second stage the conceptive faculties predominate. These are also called the representative faculties. They are the following: Memory, Imitation, Conception, Imagination, Association, Recollection, Representation, as exhibited in Language, Primitive Judgment, associated with Conception.

During the third stage the knowing faculties predominate. These are the following: Abstraction, Classification, Generalization, Explicit Comparison, Composition and Analysis, Judgment.

During the fourth stage the Reasoning Faculties are in their perfection. These are Reason, exercised in Demonstration, Induction, Explicit Observation, Reflection, and Speculative Thinking."

Concerning this extract, Professor Parr, of Minnesota, thinks it is calculated to make "men and gods first laugh and then weep!" This is the first criticism we have ever read on the psychology of this educational classic. Will the professor explain himself? By the way, is it not a little singular that a professor-elect in a university should not know so common a book as the one from which the extract was taken?

For the SCHOOL JOURNAL.

WASTE WORK.

WHAT ARE OUR SCHOOLS ACTUALLY DOING? The answer to this question will be useful, if not pleasant. Mr. George H. Martin, agent of the Mass. Board of Education, has given us life views of some of the schools he has inspected, and we transcribe a few of the photographs as we find them in his report.

HISTORY TEACHING IS OFTEN THE NARROWEST KIND OF TASK-WORK, HAVING IN IT NO ELEMENT OF TEACHING. The text-book is the only source of information. The lessons are assigned by pages and chapters. The daily class exercise is a mere catechetical examination, and most of the questioning violates every educational principle. In one school each pupil was called upon to recite the whole lesson without questions. While each one was reciting the others were studying. In another school, as the pupils hesitated the teacher gave the first words of the paragraph. Then, losing his place in the book, he remarked, "I don't quite see where you are working."

In another the following dialogue took place, the subject of the lesson being the Greek philosophers, the pupils a first-year class, and the teacher with open book in hand:—

Teacher to the Class.—"Who was an eminent friend of Pericles and taught mathematics and astronomy?"

One Pupil.—"Diogenes."

Teacher.—"No, Anaxagoras. Who was Diogenes? Can any one tell?"

Several Pupils. "He lived in a tub."

Teacher.—"Yes; he was a famous cynic. Who was called 'the laughing philosopher'?"

(No Answer). "Democritus, because he treated the follies and vices of mankind with ridicule. He taught that the physical universe consists of atoms, and that nature, space, and motion are eternal."

I heard a similar exercise by another teacher in the same school.

In another school, as I entered the class-room the teacher was eloquently describing her travels in France. Resuming the examination, the subject being the reign of Charles I., she questioned as follows:—

"The Scotch came into the northern part of —?" Answer. "England."

"This is known in history as the —?" Answer. "Long Parliament."

"The king ungratefully gave his consent to his —?" Answer. "Execution."

"The king retired amid cries of —?" Answer. "Privilege."

A WANT OF CORRELATION OF THE VARIOUS SUBJECTS STUDIED is a feature of history teaching. For example,—a class in history recited that the period of Queen Anne is sometimes called the Augustan age of English literature. When questioned as to the meaning of the expression, none of the pupils could answer. They had studied Roman history, and knew that Augustus was an emperor. They did not know of any authors who lived during his reign, although they had studied Virgil a year. Being questioned in another direction, they could not associate the lesson of the day with any events in American history. Here were a number of related facts which might have been used to throw light upon each other; but they had remained isolated, and for all the teaching would continue so. I have seen numerous similar cases.

"WE CANNOT GIVE TO STUDENTS SCIENCE; WE CAN MAKE THEM SCIENTIFIC," is the remark of a distinguished writer. In the majority of schools there is little attempt to make the students scientific, and the attempt to give them science fails. Four causes combine to produce this state of affairs. First, the absence of elementary science teaching in the lower schools; second, the amount and variety of work imposed upon the teachers in most of the high schools; third, the scanty provision by the school authorities of the means of teaching; fourth, the fact that many of the teachers have not been trained in the modern scientific method. That so

few of the teachers have themselves been scientifically trained is the chief cause of the defective teaching. Many with ample time and means continue to use the traditional methods.

I found the dust accumulating in one of the finest laboratories in the State, in a school with abundant teaching force. In another well-equipped school I found a class trying to recite from a book descriptions of various kinds of batteries. After vainly trying to imagine them the pupils were allowed to see one of each kind. In another school a boy recited, "There are three kinds of rocks, stratified, igneous and metaphoric." After defining stratified rocks, a small piece of slate was shown to the pupils. No reference was made to a ledge of stratified rock within ten feet of the window. The teacher said the cement in calcareous conglomerate is "carbonic acid."

In another school, a class learned from a book descriptions of various minerals and rocks, without seeing any specimens. I found the teacher and class struggling with some specimens that had just been furnished. The teacher apologized for her work, saying she got nothing in college to help her in that line. "We had lectures in geology, and there were minerals in the cabinets, but all that we were expected to do was to admire their beauty."

In another city school, a class reciting zoölogy from a book, used the phrase "retractile claws." Some one asked about the sheath. The teacher said she couldn't say, and proceeded to read about it from a book. That the pupils might learn for themselves by observing a cat's claws did not occur to her. This was in a city containing two museums of natural history.

The other difficulties mentioned are insuperable by such teachers. IF PUPILS HAVE NOT PREVIOUSLY LEARNED TO OBSERVE, THESE TEACHERS CANNOT SHOW THEM HOW. FOR THEY DO NOT KNOW HOW. SO THE BLIND LEAD THE BLIND.

RHETORIC SEEMS TO BE AN INDEFINITE TERM. In one exercise called rhetoric I heard the following: first, some pupils read some facts which they had gathered and transcribed from cyclopedias, concerning "The mystic number, seven;" next came a recitation of some rules for punctuation, with applications in sentences. The teacher had previously dictated the rules and sentences. Third, the class took Gray's Elegy and described the sentences as simple, compound, etc. The work assigned for the next day was to "make out a bill." In another school a class in rhetoric was reciting upon the history of the Aryan people. Text-books are used, and definitions and rules are committed and recited. The books are so poorly written, and the definitions so vague, that the pupils are left to guess in their attempt to apply the rules and definitions to the examples. General looseness and lack of point seem to characterize all this work. I have scarcely heard an exercise in rhetoric which was worth the time spent upon it. The following are extracts from my note book:

"—'s Rhetoric. Change of sentences by contraction and substitution of clauses and phrases. Work loosely done. No questions asked as to reasons for change made, and no comparison of the different modes of expression to determine which was the best. The exercise of very little value."

"Class reading Legend of Sleepy Hollow. One tells story. Each reads a paragraph and immediately gives the substance in his own words. Reading very poor, and paraphrasing not well done. Few questions asked."

"—'s Rhetoric. Substitution of general for specific words. Work very careless. Knife proposed as substitute for sword and accepted. Almost everything accepted."

"—'s Rhetoric. Review of style. Statements from book in answer to questions. No illustrations given or called for. Pupil says, 'A thought is to express anything.' 'An idea is a single object.' Teacher says, 'Yes, a thought is to realize the idea. To lead a unit or centre of the thought.' Teacher talks much without definite aim."

MORE HIGH SCHOOL PUPILS ARE STUDYING ALGEBRA THAN ANY OTHER ONE BRANCH. Why this is so would, perhaps, be difficult to tell. A daily lesson is given to it through the first year. The method used in teaching it is quite uniform throughout the schools. The difference between different schools is chiefly in degrees of thoroughness. Text-books are used; definitions and rules learned and recited; examples performed and problems solved. This cannot be done successfully without hard work; hence there is valuable discipline in it, though of an extremely narrow kind.

QUESTIONS ON METHODS.*

FOR USE AT EXAMINATIONS.

The figures at the end of each question refer to the pages in "Parker's Talks on Teaching."

1. What is the road to genuine success in teaching? 20
2. What is the importance of motive in teaching? 21
3. What should be the true motive of all education? 22
4. What is Pestalozzi's declaration? 22
5. What is Froebel's declaration? 22
6. What can you say of knowledge, skill, and character? 22
7. What must the teacher know, to aid in the mind's development? 22
8. What is important on the part of the teacher, in order to train children how to do? 23
9. What are thoughts? 26
10. What are ideas? 26
11. How do we get thoughts? 26
12. What is the difference between hearing language and reading? 27
13. Define the process of learning to talk? 28
14. What must the child do in order to learn to read? 28
15. What is oral reading? 28
16. What is the use of oral reading? 28
17. What effects will incorrect habits of reading have upon the child? 29
18. What is the true process of learning to read? 30
19. How does the child acquire the words he speaks? 30
20. What can you say of the laws of association? 30
21. Should the method be changed to teach the child written words from that by which it learned its spoken words? 31 and 32
22. Should the child begin with the elements of a word? 31
23. Define the steps described to teach a child to read? 33 and 33
24. When should we dispense with the use of objects in teaching a child to read? 33
25. What is the best way to fix the form of the word in the mind? 34
26. What are some of the best means to arouse the mind to acts of association in teaching reading? 35
27. Which is the better method, to begin with the word or the sentence? 36
28. How can you teach children to read naturally? 37
29. What must the child know before it can read naturally? 38 and 39
30. What is your opinion of the Alphabetic Method of teaching reading? 39
31. Why should the child learn to write as early as it learns to read? 41
32. Why not teach printing and script together? 42
33. Is it difficult for the child to change from the script to the printed forms? 42

* Copyright, 1885, by David G. Williams.

"EDUCATION IS FOREVER THE SAME." This is a text from which many sermons have been preached. The best thing about it is it is TRUE; it always was, it always will be true; and there is nothing on the earth, under the earth, or above it, concerning which the same remark cannot be made if we look at it in the same light as the word education is used in our text. Dr. Raub says that "the chief object of education is development, in the fullest sense of the term—intellectual, moral, and physical." This is a principle of the science of education—just as true when Cain killed Abel, as when Guiteau killed Garfield.

A PRINCIPLE IS ETERNAL, UNCHANGEABLE, AND FUNDAMENTAL. The applications of this principle may be various. We are continually learning to do far more and far better than ever Pestalozzi or Froebel dreamed, but we shall never get beyond their principles. The stars are from the ages, and the laws governing their motions are from creation's dawn; but the telescopes of yesterday are continually re-

vealing new forms and changes. Now, because the laws of the universe are old it does not follow that astronomy is also old. Because the science of mathematics is old, it does not follow that our arithmetics cannot be improved.

WE ARE CONTINUALLY DISCOVERING ABSURDITIES IN OUR APPLICATION OF PRINCIPLES in arithmetic, grammar, geography, history, reading, writing, and spelling. A new way of applying an old principle is what makes a new education, and since the world is gaining in knowledge and wisdom, the newest education is the best—not what some ignoramus calls the "new education," but the latest philosophical methods of teaching, are the best methods of teaching the world has ever seen. Why should they not be? The thought of the world moves along certain fixed lines of logical reasoning. Its end is always improvement.

CHANGE ALONG LINES OF RIGHT THINKING IS ALWAYS IMPROVEMENT. It cannot help being. Change is not of necessity improvement; it may be pulling down, decay and death, but change, as a consequence of correct observation, reasoning, and judgment, is always, and eternally will be, towards the better. There can be no doubt concerning the absolute truthfulness of this statement. It is sound logic. All of this applies to improved educational methods in the following way: From before Christ, certain principles became fixed; gradually they were believed by a few. After two thousand years they are admitted by many. From these foundation statements certain improved practices have been adopted. Gradually they are gaining ground, and the time is not distant when they will become universally admitted as guides of action.

THE NEW EDUCATION IS THE OUTGROWTH OF NEW APPLICATIONS OF ADMITTED PRINCIPLES. As thought is intensified, other new applications will be discovered and other revolutions will be commenced. Educational thinking is in its infancy, because only recently has it been admitted that our schools can be improved; but since thought is quickened along logical lines, improvements are as certain as the planting of this spring and the golden fruit of the coming autumn. Abstractly, then, there is no new education, but practically all things are new. Abstractly there is nothing new, but in the living present everything is new, and in the future will be newer still.

THE *London Schoolmaster* says, concerning corporal punishment, that "punishments must be inflicted if our children are to be properly disciplined. The teacher who fails to recognize and act upon this fact fails in his duty to his pupils. As to the kind of punishment to be inflicted, that depends upon circumstances. It will be found that in very many cases corporal punishment properly administered is the most suitable, producing the greatest good with the least permanent evil. Where this is the case no teacher should allow himself to be deterred from inflicting it by the mistaken views of well-meaning but impracticable theorists. We have heard that a certain place is paved with good intentions. Certainly much harm in this world is occasioned by men actuated with the best intentions, but having no practical acquaintance with the questions they handle. Theorists are not to be despised; but theory not based on experience is a very unsafe guide. The general experience of mankind has shown that corporal punishment in certain cases is salutary. No amount of gush on the part of eminent philanthropists will convince ordinary people to the contrary. More good would be done by considering in what ways the amount of punishment necessary may be reduced to a minimum, and how that punishment may be inflicted so as to secure the best results."

If the editor of the *Schoolmaster* were a principal in New York City, he might find occasion to modify his practice, if not his views, of corporal punishment.

THE time draweth nigh when the proof reader must wade through the patent medicine "ad" in search of typographical errors, for behold, he that seeketh amusement in the height of the ridiculous, now seizeth with eagerness upon that same "ad."

THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

HOW TO GROW STRONG.

The instructions in this article are adapted from Prof. William Blaike's books on "Sound Bodies for our Boys and Girls;" and "How to Get Strong and Stay So." As many suggestions in these works can not be used in ordinary schools; we have taken what can be most easily applied, and what seems to be most necessary for ordinary scholars, and added our own suggestions and cautions.

HOW TO GROW STRAIGHT.

1. Stand with arms folded behind, and one foot eight inches in front of the other.
 2. Draw the head back and tip it as far down behind as you can.
 3. Hold the chin up high.
 4. Rest there a moment, and then stand up straight again.
- Repeat the exercise six times.
Breathe deep, full breaths all the time; *slowly*, and as large breaths as you can.
Repeat this exercise twice each day.

HOW TO ENLARGE THE CHEST.

- I.
 1. Raise the chin as high up as you can until your eyes look up at the ceiling right over your head.
 2. Hold your chin this way a moment.
 3. Take two or three full inspirations *slowly*. Repeat three times.

II.

1. Put your hands upon your hips; fingers in front.
 2. Draw your chin up; throw your head back.
 3. Take one good, full inspiration, *very slowly*, and resume the erect position.
 4. Repeat this exercise three times.
- Whatever lifts the chin and throws the shoulders back, enlarges the chest and makes the lungs stronger.

HOW TO MAKE THE FORE-ARM STRONG.

I.

1. Hold your right hand straight out in front of you.
 2. Shut it tightly, drawing in the thumb and each finger as closely as you can.
 3. Open the fingers straight again.
 4. Repeat this exercise twenty times with each hand, vigorously.
- After a little practice you can repeat this exercise fifty times.

II.

1. Take a stick, cane, or piece of a broom handle as long as your arm.
 2. Stand erect and breathe slowly and deeply, holding the chin as high as you can.
 3. Take hold of the stick by the end; hold it as far from the body as possible.
 4. Twirl it as far as possible over one way and then as far as you can over the other way.
 5. Do this twenty times without stopping.
- After a little practice the number of times can be increased to forty, or even sixty and seventy.

III.

1. Hold the stick out in front, with both hands.
2. Hold the chin up.
3. Breathe deep and full.
4. Twist it strongly with your right hand so as to turn the stick away from you, but at the same time twist it with your left hand so as to turn it toward you.
5. Repeat the exercise three times.

By and by you can twist the stick ten times at one exercise. They must be good hard twists, no make believe affairs.

IV.

Various exercises strengthening the fore-arm:

1. Rowing.
2. Carrying heavy weights with both hands.
3. House painting.
4. Sawing wood.
5. Boring with a large gimlet.
6. Hammering with a heavy hammer.

7. Pulling yourself up on a bar or rope until your chin touches your hands.

8. Lifting heavy weights from the ground.

9. Pulling on a stout rope.

10. Climbing up a rope or pole with the hands alone.

HOW TO MAKE THE UPPER ARM STRONG.

Take any convenient weight in the right hand; for example, a heavy book, a brick covered, or, if possible, a dumb-bell:

1. Let the right hand hang easily at your side. Hold the chin up. Breathe deeply.

2. Raise it slowly and steadily until you get it as near as possible to your shoulder. Keep your elbow as near your body as possible.

3. Lower the weight slowly until it is at your side.

4. Repeat the exercise with your left arm.

If you grasp your right upper arm, in front, with your left hand, while you are exercising it, you will find the muscles grow larger and harder until the weight gets near your shoulder. This exercise should not be repeated more than ten times at first with each hand without stopping. After some practice the number of times can be much increased.

Teachers should not require all pupils to lift the same weights, or the same number of times. If dumb-bells are used, they must be of different weights, and great decision exercised in not permitting pupils to over exert themselves. A judicious apportionment of weights to pupils and a careful government as to the amount of exercise permitted at one time will result in a great good. But a little carelessness may cause serious results. Great injury has been done to even strong pupils by injudicious over-exercise. Some small blood-vessels have been ruptured, which, in the course of years, has resulted in impaired lungs and life-long weakness.

REMARKS AND CAUTIONS.

1. No two pupils can use the same weights or take the same amount of exercise.

2. Gradual improvement is all that can be expected.

3. Never permit a strong boy to "show off." The ambition of a weak, determined child will lead him to exert himself beyond the limit of safety.

4. Heavy weights are extremely useful in physical exercise, but they MUST BE UNDER THE CONTROL OF A TEACHER. If they cannot be, their use should be abandoned; more injury than good will result. In some schools they are prohibited because their use cannot be regulated. Here is an instance in which the "must" should be exercised with decision.

For the SCHOOL JOURNAL.

EASY EXPERIMENTS.—NO. VI.

BY G. DALLAS LIND.

Central Normal College, Danville, Indiana.

EXPERIMENT 15.

Materials used.—Piece of leather about two inches square (a scrap from the shoe-shop, or part of an old boot-top will answer), a string, and a common school slate.

Manipulation.—Wet the leather thoroughly, and hammer it to get it pliable. Fasten the string to the center of the leather. Press the leather tightly against the surface of the slate, and pull upward on the string.

Result.—The leather will adhere with considerable force, so that the slate, and even greater weight may be lifted by the string.

Principles.—The air is excluded from between the leather and the slate, and the pressure of the atmosphere on the leather causes it to adhere.

Cautions.—In fastening the string to the leather see that the end of the string does not interfere with the smoothness of the under surface. Have the leather well soaked and hammered, so that there are no wrinkles in it.

Note.—If the air is entirely excluded, a weight may be lifted equal to 14 lbs. for every square inch of surface of the leather, but it is impossible to exclude all of the air.

EXPERIMENT 16.

Materials used.—A common glass tumbler or goblet; a piece of writing paper large enough to cover the mouth of the glass; water enough to fill the glass.

Manipulation.—Fill the glass with water, full or nearly so. Place the piece of paper over the mouth, and press it firmly with the right hand at the same time, quickly inverting the glass with the left. The right hand may then be removed.

Result.—The paper will retain its place and hold the water in the glass.

Principle.—The upward pressure of the air is sufficient to sustain all the water the glass will hold.

Caution.—The success of the experiment depends upon getting the paper to lie closely to the edges of the glass. The glass being level and smooth, and the paper wet, this point is easily secured.

EXPERIMENT 17.

Materials and manipulation same as in Experiment 16, except that when you have succeeded in inverting the glass retaining the water, you pull the paper away from the edge of the glass at one point. The water will begin to run out and bubbles of air to enter, and soon the paper will drop off and the water all fall out.

Principle.—The pressure becomes equalized on both sides of the paper, and the weight of the water overcomes the pressure from below.

EXPERIMENT 18.

Materials used.—Empty tin fruit can, with the small round piece of tin, which is soldered to the top, removed. Piece of paper, and water, as in Ex. 16.

Manipulation.—Punch a small hole with a nail in the bottom of the can; holding the end of the finger against this hole, manipulate as in Ex. 16.

Result.—The water will not run out so long as the finger is held against the hole, but the moment it is removed, the paper drops and the water falls out.

Principle.—Same as in Ex. 17.

Note.—Secure the empty can by asking some one who uses fruit to open a can by placing a shovel full of live coals on the top, thus melting off the round piece of tin. I say this because cans are usually opened by cutting the top, which spoils them for this experiment.

EXPERIMENT 19.

Take a can as in Ex. 18, and tie over the mouth a piece of mosquito netting; fill can with water, by pouring through the netting; place piece of paper over the open end, and invert as in Ex. 16. Now cautiously slide the paper from the netting; the water will not run out. Adhesion or capillary attraction here aids atmospheric pressure.

This experiment, is given substantially as described in "Houston's Natural Philosophy."

ARITHMETIC.

AN OUTLINE.

I. Idea of the numbers from one to nine.

1. Addition, subtraction, multiplication and division, by Grube's method or some equivalent one.
2. All work to be illustrated by objects.
3. Instruction in the use of figures and the signs of operation.
4. Reduction:
 - (a) Higher terms.
 - (b) Lower terms.
 - (c) Lowest terms.
 - (d) To any given denominator.
 - (e) To least common denominator.
 - (f) To whole or mixed numbers.

II. Development of the law of decimal notation as far as hundreds.

1. Practice in reading and writing numbers less than 1,000.
2. Addition, subtraction, multiplication and division, as before, no result greater than 100.

III. Classify numbers:

(a) As even, (b) as odd, (c) prime, and composite.

1. Learn tests of divisibility by 2, 3, 4, 5, 8, 9, 10.
2. Memorize the lists of prime numbers less than 100.

IV. Resolve numbers into their prime factors.

From the prime factors of two or more numbers, select those which make up the G. C. D.; those which make up the L. C. M.

V. Exercises in cancellation.

VI. Decimal fractions.

1. Why treated as a special class.
2. Reduction of common fractions to decimal and decimal to common.

VII. Compound numbers—considering only the tables in common use.

VIII. Practical problems in measurement of rectangular surfaces and solids; such as lands, flooring, bins and piles of wood.

IX. Much more time should be spent in *doing* than in *explaining*. Reasoning and operating should be kept separate. Indicate operations before performing.

Neat, rapid and accurate work should be required.

Mental exercise used often.

SPELLING.

Spelling consists of arranging the letters of a word in their order.

Ends to be secured by exercises in spelling:

- a. A knowledge of the meaning of words.
- b. " " of the form of words (oral, written).
- c. " " of the letters of which the words are composed.
- d. " " of correct pronunciation.
- e. " " of division into syllables.
- f. " " of accentuation and marks used to indicate it.
- g. " " of phonic elements and marks.

METHOD OF TEACHING.

I. Oral spelling:

(1) Preparation.

- a. By object teaching, excite the ideas of which the words to be spelled are the names.
- b. Teach the oral names.
- c. Teach the written or printed forms of the names by the use of the blackboard.
- d. Lead the pupils to observe the words as wholes, then the parts in their order.
- e. Require the pupils in their study to reproduce the words of the lesson, both in their oral and their written form.

(2) Recitation, oral method:

The spelling lesson having been learned, and the spelling class being in order for recitation, oral spelling may be conducted as follows:

- a. The teacher should pronounce the word once distinctly.
- b. Allow the pupil to spell once.
- c. In spelling the pupil is first to pronounce the word, then name the letters of the word in their order, indicating the syllables.

Ways of relieving monotony in oral spelling:

- a. Teacher pronounces a word. Let one pupil pronounce it, another name first letter, the next the second letter, and so on until the letters of a syllable have been named, the next pronounce the syllable, and so on until all the letters have been given, then the class pronounce the whole word in concert.
- b. Permit pupils to spell in concert.

II. Written method:

As the pupil in his future spelling will use the written form, he should have practice in this form for the most part in his spelling exercise at school. Preparation: The pupil may study his lesson for written spelling by the use of the same exercises as indicated for oral spelling.

Recitation: For the spelling exercise the pupils should be provided with slates, or blank books, or paper, or blackboards, and with pencils.

- a. The words to be spelled may be pronounced by the teacher as in oral spelling.
- b. The pupils are to write the words in a careful

manner, each pupil entirely independent of the others.

Sources from which spelling words may be derived:

- a. From lessons on objects.
- b. " reading lessons.
- c. " words used in any of the topics of study.
- d. " names of common things.
- e. " spelling books.

Mode of correcting errors:

- a. Teacher collect the books, papers, slates, etc., and examine them.
- b. Some one pupil collect, examine and make a report.
- c. Have the members of the class each examine another's work, and report.

d. After the pupils have spelled the lesson, the teacher may read the same for them, and corrections may be made as errors are found to occur.

e. If errors are found by any of these modes of correction, they should be corrected by the pupils making them, and the correct form written many times.

Ways of relieving the monotony in written spelling:

- a. For written spelling, teacher can read or dictate a sentence and require the pupils to spell all the words in order.
- b. Teacher can read, emphasizing the words to be spelled.
- c. Call attention of advanced classes to meaning of prefixes and suffixes.
- d. Teach pupils to use dictionary.
- e. Be sure that pupils know the meaning of words spelled.
- f. Teach thoroughly.

RULES.

A few rules may be taught to advanced classes:

- a. Ei follows soft c, ie follows other consonants.
- b. " Words ending in ie drop the e and change i to y on taking the syllable *ing*; die, dying; lie, lying."
- c. Words ending in e generally drop it before an additional syllable beginning with a vowel.
- d. Words ending in y, preceded by a consonant, change y to i before an additional syllable beginning with any other letter than i. Exceptions: Adjectives of one syllable.

—Report of the Mass. Board of Education, 1885.

PRIMARY READING.

PROF. C. T. BARNES.

(An Outline of an Institute Exercise.)

1. Get the children to talk freely about the object, word, or lesson.
2. Get the children to see resemblances and differences.
3. When the sentence is developed, teach as a whole, and have it correctly written.
4. As soon as the children can read well, let the reading be always in complete sentences.
5. Develop the thought in a SPOKEN sentence first, then in a WRITTEN sentence.
6. Form sentences from words already learned, and test pupils in sight reading.
7. Let the children learn to use capitals and punctuation marks by using them.
8. Never allow the children to pronounce each word of a sentence as a separate word.
9. Never allow the children to pronounce the words of a sentence backward, or by alternation.
10. Let the children read as they talk, when they talk as they ought.
11. Insist that reading shall become the expression of thought or knowledge.
12. Never allow a child to express a thought until he gets it.
13. Never allow a child's reading to become a mere imitation of your own.
14. Train pupils to systematic habits of work in connection with the reading lessons.
15. Break up vicious habits of reading by constantly referring back to the thought expressed by the words of the lesson.
16. Practice having the children close their book and give the thought in their own words.

TABLE TALK.

Superintendent Coughlin, of Luzerne County, Pa., was recently asked at a teachers' institute what he would require of teachers before marking them "No. 1" in practice of teaching. He replied, "When I visit your school, if I find the room neat and clean; evenly heated, and as well ventilated as circumstances will permit; black board work neatly prepared and carefully arranged; pupils employed with intelligent work; recitations well conducted; manner of teacher pleasant; influence of instruction good, I will mark you 'No. 1' in the practice of teaching." Teachers, carefully read the above requisites. They are only six in number, but if you can give to each an affirmative answer you possess the necessary implements for successful school teaching.

I am aware that many teachers are inclined to undervalue the opinion that a superintendent may form of them and their work. "What can he tell about the real work that I do," they say, "in the hour that he spends in my school-room once a year?" You are mistaken, my dear teacher, if you imagine that a superintendent, school commissioner, or one accustomed to school work and school visitation can not form a pretty fair estimate of you as a teacher in one brief hour. It does not require very long to ascertain whether or not the room is neat and clean, evenly heated, well ventilated, and the stove nicely polished; whether the black-board surface is covered with neat, systematic work, or hideous hieroglyphics that resemble more the characters on the pyramids of old Egypt than penmanship or drawing; whether the pupils are earnestly engaged with intelligent work, or whether they are doing, in a haphazard way, "a little of everything and not much of anything;" whether the recitation is conducted with any degree of intelligence, as regards knowledge and application of practical methods; whether the character of the instruction is such as to be productive of good; whether the manner of the teacher is pleasant; whether he is interested in his work; whether he truly realizes the responsibility he has assumed in the capacity of a foster parent.

WILL S. MONROE.

Possibly you might find room for a discussion of whole set of principles. I would be much pleased to see them discussed in the INSTITUTE, so will give you as given us.

PRINCIPLES OF TEACHING.

1. Activity in the law of childhood; accustom to do; educate the hand.
2. Cultivate the faculties in their natural order.
3. Begin with the senses; lead the child to discover the truth for himself.
4. Reduce every subject to its elements.
5. Treat one elementary principle at a time.
6. Proceed from the known to the unknown.
7. Synthesis; then analysis.
8. Frequent repetition.

Please explain the second.

C. A. BACON.

[The natural order in which the faculties of the mind grow, is a most important subject not yet fully settled, although the following may be taken as fixed:

1. No one faculty is developed before all the rest.
2. The judgment is the last one to attain maturity.
3. The imagination depends for its strength upon the other faculties.
4. The senses need first attention, for they are the avenues through which the mind receives its knowledge. A thorough study of child mind is necessary in order fully to answer question number two.]

A superintendent of schools, who had read "Quincy Methods," writes "A Valuable Book for Teachers." Indeed!

This is the case of the fellow who remarked: "Well, you see, I have worked kind of hard to write all those books; I pose he set up nights." It also reminds me of a superintendent who wouldn't say a word in favor of Parker's "Talks on Teaching"—he "didn't care for it." Said superintendent came very near losing his place last season, being called an "old fogey, a man of the past" in the local paper, and is now stirring around a little—just a little. The schools may be said to be "in ballast"—many of them (vessels that cannot get a cargo are obliged to fill up with stones in order to sail, and are thus said to be "in ballast"); they have a sort of superintendent, as one of a school board remarked, "he does the best of anything he does."

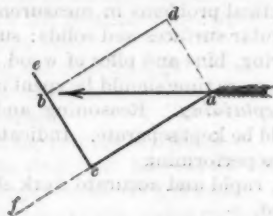
IMPERATIVE that this should live on.

LETTERS.

I would thank you to publish your simplest explanation why an object, like a ferry-boat for instance, is moved across a stream of water by inclining the forward part of the boat up stream.

C. L. P.

[A rope is stretched in mid-air across the river; on this runs a pulley from which two smaller ropes are rigged, one to the bow, the other to the stern of the boat. When the forward rope is shortened and the aft one slackened the boat inclines up stream. The side is made to extend under the surface of the water, and receives the force of the stream obliquely; thus part of the force is lost. The rest resolves itself at once into components seeking the line of least resistance, as well as that of the greatest and intermediate points. The large rope holds the boat against going down stream or in the direction of the absolute force remaining. The pulley allows the boat to advance in its course, which is the line of least resistance. Let the line CE represent



the boat; the stream AB strikes it at B. This is equivalent to the two forces AD and AC, for it is their resultant. One glance must show that AD is parallel to the boat CE, and has no effect on it, but is lost; AC will be the absolute force remaining. This alone would bring the boat to the other side, but further down the stream at F if other things were equal.—S.]

This is the way a successful teacher teaches longitude and time. "I require pupils to bring geographies, and turning to the hemispheres show them, through questions, that the meridians are so arranged as to mark hours; that such places as are on one meridian have the same time; those separated by an hour space are an hour earlier or later; those two spaces apart by two hours of time, then taking a globe (a ball will do) show them that all places just coming to the sunlight are at sunrise, breakfast time; those directly between the earth and sun, or on that meridian, are at noon, dinner time; those just leaving the sunlight are at sunset, supper time; and by ten minutes of drawing-out questions they readily learn which have earlier and which later time; a few minutes more and they see that time and longitude are but a step apart, and learn to make the step or change understandingly and surely. We then go from map to map applying the new rules (to them) which they have made during this half hour's study. When all is clear, and I would be very sure at this point, it is time to turn to the arithmetic, and I seldom have occasion to assist a student." A. R.

Please explain the zero point on thermometers.

HENRY A. MORE.

The Fahrenheit scale was introduced in 1720. Like other thermometric scales, it has two fixed points, the freezing point, or rather the melting point of ice, and the boiling point of water. The Centigrade and Reaumur scales call the freezing point zero, and measure therefrom in both directions. This is a very natural arrangement. Fahrenheit kept the principle on which he graduated his thermometers a secret, and no one has ever discovered it. It is supposed, however, that he considered his zero—thirty-two degrees below freezing—the point of absolute cold or absence of all heat, either because, being about the temperature of melting salt and snow, it was the greatest degree of cold that he could produce artificially, or because it was the lowest natural temperature of which he could find any record. The grounds on which Fahrenheit put 180 degrees between the freezing and boiling points are likewise unknown. Why Fahrenheit put zero point thirty-two degrees below freezing point, nobody knows.—A.

What is the present population of New York city?

S. H.

[The City Directory for 1884 contained 300,039 names, and the resident population was therefore estimated at 1,500,000 it being assumed that every name in the Directory represents in the average five persons. It is probable that the increase for the last year has been about 40,000, making the present population 1,540,000.—Eds.]

Monday afternoon about 3:30 there was what looked like a rainbow in the sky a little to the west and south of being directly overhead, circular in form, but as plain in the colors as a rainbow. Will you give us an explanation of it.

[A prismatic ring caused probably by the refraction of light in passing vesicles of water composing a cloud suspended between the ring and the sun.—S.]

(1) Do stones grow? At which place is the weather colder, North or South pole? (2) Do miners live down in the mines?

L. C.

[(1) No; they are inorganic. (2) South pole; See answer to Live Questions. (3) No.—S.]

In a ratio, is the antecedent divisor or dividend?

I. MOON.

The antecedent may be made either divisor or dividend, as one chooses.

O. M. H.

PERSONAL.

MR. DE GRAFF, the well known institute conductor, has been obliged to give up his institute appointments for the present, and return to Jacksonville, Fla. He hopes to be able to resume work as soon as the weather here becomes settled.

HON. HAMILTON HARRIS, of Albany, who has been State Senator, and Hon. Daniel Beach, of Watkins, who was the first school commissioner for Schuyler county have been elected Regents of the University of the State of New York.

DR. J. G. HOLLAND's grave is almost always covered with fresh blossoms, laid daily upon it by those Springfield friends by whom he was so esteemed.

THE GOVERNOR of Kansas, in his proclamation for an arbor day, says that "the State which the pioneers found treeless and a desert, now bears upon its fertile bosom more than 30,000,000 fruit trees and more than 200,000 acres of forest trees, all planted by our own people." And the Governor also says, "that there has been an increase in the rainfall in Kansas is fully proved by the statistics of our oldest meteorologists."

EX-GOVERNOR JOHN W. HOYT recently delivered an address before the Geographical Society, N. Y., on the resources and wonders of Wyoming. His tales of natural wealth and resources were more wonderful than those of Aladdin and his lamp. "The larger portion of the 100,000 square miles of territory of Wyoming," he said, "is a perfect garden, supporting at present over 1,500,000 head of cattle. In the mountains are gold, silver, tin, and immense deposits of copper. There are two iron mountains, the one red hematite, and the other magnetic ore, the smaller of which is 1,000 feet high, and contains 1,300,000,000 tons of iron. Immediately below this are immense fields of lignite, a species of bituminous coal, large enough to supply the world. There are also large soda lakes, one of which alone contains 4,000,000,000 tons of soda, which is worth \$50 a ton. Then, there are untold miles of petroleum fields which contain 1,000,000,000 barrels to the square mile."

EDUCATIONAL NOTES.

The New York Board of Education wants an appropriation of \$991,000 for new school houses. The sum asked for is large, but the children of New York must not be left to find their education in the streets, as many of them are doing at present. Ten new school-houses are imperatively demanded just now, and it would be doubtful economy to delay building them.

CONNECTICUT.—New Haven, with a corps of about two hundred and seventy-five teachers, depends greatly upon its training school for a ready supply of the incessant demand for teachers trained in the science and practice of modern methods of teaching. In his last report, Supt. Dutton said: "The graduates of the Training School should be held responsible to the school for their work for at least one year after leaving." This plan will be carried out by a system of visitation by the critic teachers of the school, who will observe the degree of success attained by the newly installed teachers, and render any assistance that is called for.

Webster School, New Haven, gave the last of a series of receptions April 9th. The arithmetical work by the graduating class was a pleasing feature, and reflected much credit on Principal John G. Lewis.

PROF. L. L. CAMP, of the Dwight School, New Haven, lectured at the High School of that city recently to a large audience, on "Industrial Training."

ILLINOIS.—The teachers of the central part of the State have organized an association under the name of the "Central Illinois Teachers' Association." The first session was held at Bloomington, March 16. The president of the new association is James Kirk, of Woodford county; Vice-President, M. Moore, of Champaign; Secretary, Miss Rebecca May of Pekin; Treasurer, E. A. Gastman, of Decatur; Executive Committee, Wm. L. Steele, of Knox county, R. J. Barton, of Normal, and J. R. Munger, of Rantoul. Peoria was fixed upon as the next place of meeting.

Bond county held its quarterly teachers' meeting on April 4th. Papers were read on, "What should Teachers Read," by B. F. Shiply, Principal of the Donnellson Graded schools; "Duties and Responsibilities of Teachers," by Robert Thacker, of Sorento graded schools; "School Discipline," by Rev. J. G. Wright, of Greenville. A good talk on "The Trials and Perplexities of School Treasurers," by Treasurer R. K. Dewey, and some interesting experiments by Prof. J. C. Burns in Philosophy and Chemistry, added much to the interest of the meeting. A Reading Circle was formed, from which we look for much good in the future. Altogether school interests are looking up in this county. The teachers have successfully sustained monthly meetings in three different localities during the past year, which have resulted in much good. More educational literature is being read than for the past two years. Better houses are being built and better furniture secured. What the teachers need most is instruction in how to teach. And to this end an honest effort is being made.

R. C. R.

IOWA.—Mrs. Thomas, a teacher in a Des Moines school, aided by one of her pupils, a colored boy, kept at bay an insane man who was threatening the lives of the children. When the patrol arrived and secured the lunatic, Mrs. Thomas did not forget to faint away.

PROF. J. BRECKENRIDGE, Decorah, Iowa, recently conducted most successful institutes at Sibley and Spirit Lake.

KENTUCKY.—A meeting was held at Danville recently, and the Boyle County Historical Society was fully organized, with J. S. Van Winkle, President. The most active worker here in this cause has been Mr. Samuel G. Boyle. At Richmond a movement is on foot for a historical society. Russellville has a similar object in view, and an early organization seems probable. The results of these various societies will be the extension of the interest in preserving the history of Kentucky until a state society is endowed upon a liberal basis.

The commencement address before Logan Female College, at Russellville, will be delivered by Gov. Knott, on June 3.

MINN.—The ladies of Minneapolis, wishing to have one woman on the school board, selected the Republican ticket as the one on which they wished her to run, and called on the committee of that party and got Mrs. Rebecca Smith

named as one of the regular candidates. She was elected. Martin Co. Institute will be held at Fairmont, April 20-25.

MASSACHUSETTS.—The thirty-second annual meeting of the Middlesex County Teachers' Association was held at Lowell, April 2d, President, Mr. W. H. Lambert. The address of welcome was delivered by Hon. E. J. Noyes, Mayor of Lowell. There was a class illustration of "Methods of Teaching Language to Young Children," by Miss Mary L. Pratt, Malden; also of "Number," by Miss Laura E. Lee, Lowell; "Marking and its Incidents," was treated by Andrew J. Bennett, Everett; "Penmanship in Primary Schools," by George E. Nichols, Somerville. Geo. L. Chandler, Newton, discussed, "Do we lay any Foundation for Everyday Knowledge in the Lower Grade of Schools?" Miss Ellen A. Williams, Framingham Normal School, "Botany in Elementary Schools"; William F. Bradbury, Cambridge, "Course of Study for High Schools."

NEW JERSEY.—The teachers of the five northwest townships of Monmouth Co., N. J., have organized a local association for mutual benefit and improvement. The association will hold its next meeting in the Atlantic Highlands school building, on the first Saturday in May.

MR. A. B. GUILFORD is principal of the Union Hill School, Weehawken. Mr. Ortel, vice-principal. These gentlemen are the originators of the perforated drawing sheets, examples of which were recently published in the JOURNAL.

N. Y. STATE.—The Chemung County Teachers' Association meets at Wellsburg, April 18. Subjects on the program for discussion are: "Primary Reading," by Rev. G. W. Moxcey; recitation, by Miss Minnie Griswold; report of Commissioner, A. P. Nichols; "Alcohol; its effect on the human system," Rev. C. S. Carr, M. D.; "Wasted Forces," illustrated talk, J. Q. Ingham, architect.

INSTITUTES.

County.	Town.	Conductors.	Time.
Chemung.	Horseheads.	Bouton, Sanford.	May 4.
Dutchess.	Po'keepsie.	Sanford, Bouton.	" 25.
Essex.	Elizabethtown.	Bouton, Post.	" 18.
Madison.	Cazenovia.	French, Barnes.	" 18.
Oswego.	Mexico.	French, Bouton.	" 11.
Putnam.	—	Sanford, Johnsonot.	" 18.
Westchester.	New Rochelle.	Johannonot, Sanford.	" 11.

The Ontario County Teachers' Institute closed a very successful session at Canandaigua, April 4. The instruction given by Profs. Bouton and Barnes was thorough and practical. An unusually good course of lectures was given by Rev. M. Hurd—"Items from my Trip to California," Prof. Bouton, "The Ideal Man," and Rev. Wm. M. Bengert, on "The New Orleans Exposition," and "The Mardi Gras." All in attendance felt as though they had themselves been eye-witnesses, without the expense of the trip. Dr. J. B. Burroughs gave a lecture on "The Germ Theory of Fevers," which was unanimously requested for publication.

The benefits to be derived from the S. T. R. C. were presented by the instructors and commissioners, and quite a number joined the Circle.

The Rockland County Institute was held at Spring Valley last week. The topics discussed were not only varied and interesting, but practical. The Nyack City and Country says: "Profs. Johnsonot and Newell are two able conductors, to whom it is impossible to listen and not be instructed. The exercises throughout were a pleasant exception to those of many institutes where hobbies are rode to death or pet theories unduly paraded. Let us indulge the hope that the old institute will be decently buried beside its twin brother, the old education." During the session Prof. Wm. M. Griffin, of Newark, N. J., lectured on, "The Avenues to the Mind." Hon. Wm. B. Rugles gave some points in school law, and Prof. Monteith, of Missouri, gave an interesting lecture upon some phases of natural history.

PENNSYLVANIA.—The Northumberland County Normal Institute at Milton, will open May 25th, under Prof. S. O. Goho and Supt. W. J. Wolverton.

The spring session of the Rebersburg Select School will open on Monday, April 20, 1884, and continue nine or ten weeks. As heretofore, every effort will be put forth to give satisfaction to both students and parents. Owing to the fact that the standard of teaching is raised every year, that teachers must be prepared to pass better examinations, a normal class will be formed for the benefit of those preparing to teach, and special attention will be given to branches pertaining to the profession.

Prof. NED E. ROSS has resigned the principalship of the Luzerne borough schools. D. M. Hobbs has been appointed his successor, and Chester B. Harned will take Mr. Hobbs' school in Kingston township.

MR. ELEY, a teacher in Columbia county, kicked by a colt Jan. 4, died last week from the effect.

The Catawissa and Light Street schools, in Columbia county, have established public libraries.

SUPT. J. S. GRIMES, of Columbia county, is proving himself to be one of the most energetic superintendents of the State. Already he has done much to place the schools of his county on a good basis as compared with the schools of neighboring counties, and the advancement in the literary qualification of his teachers can hardly be realized by those not intimately acquainted with Columbia county.

JAMES M. FRITZ, a graduate of Lafayette College, and principal of the Shickshinny schools, will teach a normal term of school at New Columbus during the summer vacation.

The re-appointment of Dr. E. E. Higbee by Gov. Pattison, has occasioned considerable commendable comment. Gov. Pattison is a Democrat, Dr. Higbee is a Republican. But the former recognizing the ability of Dr. Higbee, wisely re-appointed him, even though strong political pressure was brought to bear on the appointment of another. Dr. Higbee has served but one term—four years—yet in that short space of time he has aroused the admiration of persons interested in education, secured the co-operation of educators of our State, and searched deep and earnestly the needs of the children to be educated.

VIRGINIA.—There will be two State Normal Institutes for white teachers held during the coming summer, one in the valley and one in the southwest. The former will be held either in Staunton or Front Royal. These Institutes are sustained by the Peabody educational fund.

E. T. BROYLES, Supt. schools of Page county, held an institute for the teachers of his county on the 28th to the 30th, inclusive. Last month it was well attended, and, from accounts, quite a success. Prof. G. W. Howenshel, Prin. of Shenandoah Normal College, and Rev. A. P. Funkhouser, Supt. schools of Rockingham county, were in attendance, and aided in the work.

EDUCATIONAL MISCELLANY.

STATE AID TO EDUCATION.

By COM. JAMES L. LUSK, Binghamton, N. Y.

(Continued from Feb. 28, '85.)

Ex-Superintendent Gilmour in his annual report dated Jan. 10, 1883, calls attention of the Legislature to the fact that there are many districts in the state in which the assessed valuation of property does not exceed \$5,000, and many more in which the valuation does not exceed \$10,000. Also, that to aid these districts, "the state tax for support of schools must be largely increased, and the laws regulating the distribution of school moneys so changed as to give to the State Supt. and the School Commissioners in the several counties greater discretionary powers than they now possess."

Why did the Legislature cast aside these recommendations, and lower the rate instead of increasing it? In the Comptroller's report dated Dec. 31, 1883, appears the following:

"In justice, too, to the farming community—that element which under the present system of taxation has special claims for consideration—these and any other measures tending to the further relief of real estate from its unjust share of the burden of taxation, should receive your earnest consideration." Does a reduction of the rate of State tax for school tend "to the further relief of real estate from its unjust share of the burden of taxation," when, with the rate 1.679 mills, N. Y. city paid over \$800,000 to aid the common schools?

The Supt.'s annual report to the Legislature, dated Jan. 9, 1884, shows that only 36 per cent. of the money expended for teachers' wages in 1883, was received from the public fund, the remainder was raised by local taxes.

What sound reason can be assigned for raising but three millions by state tax and over five millions by local taxes, to say nothing about the other school expenses? In other words, are the benefits of free schools nearly 70 per cent. local, and so emphatically local that the State is justified in passing laws compelling the education of her children under circumstances that cause the people to bear the burdens of taxation unequally? If so, the question may with propriety be raised, do the benefits vary in different localities as do the taxes?

The average assessed value of each of eleven school districts having railroad property and employing but one teacher each, was \$100,000; the average tax on \$4,000, \$4; the length of term, 30 weeks. The average assessed value of each of eighteen districts in two towns not having railroad property was \$37,000; tax on \$4,000, \$7; length of term 30 weeks. Showing that the rate of local tax on farms back from railroad districts employing but one teacher each, was double the rate in railroad district.

The State school tax on railroad property has been reduced during the past nine years from 1.35 mills to 1.055 mills, while the tonnage of some of these roads has nearly doubled, and the annual assessed valuation of property in the State meanwhile has not materially changed, but the local tax on farms has increased.

If a reduction of the rate tends to "the further relief of real estate from its unjust share of the burden of taxation," then to me figures fail to have any true signification.

In twelve school districts in one town the extremes in taxes actually paid for teachers' wages for 28 weeks were, \$0.62 and \$9.92, or one district paying 16 times the rate of another—the former had railroad property, the latter had none. The extremes for all school purposes were as one to ninety. The extremes in the State under a county system by figures taken from the report of '84, showed Hamilton county paying \$14.12 tax on \$4,000 for 29.6 weeks, and Livingston county \$4.56 for 32.1 weeks, after the former had received from the State tax over three times the amount paid in, and the latter but little more than once the amount paid.

Of the three million of dollars raised by State tax, each of fifty three counties received from the State more than it paid, while Albany, Dutchess, Genesee, Kings, Montgomery, Westchester and New York, received less—the last paying 92 per cent. of the amount not returned. Yet the average rate of local tax in these seven counties was 33 per cent. less than the average local tax in the whole State, and 50 per cent. less than in the villages.

The rate of local tax in the city of Binghamton for teachers' wages was nearly 85 per cent. greater than the average in the 21 cities, 160 per cent. greater than in Poughkeepsie, and 393 per cent. greater than in Hudson.

Statistics show a surprising variation in the rates of local taxes in the different counties, cities and villages. Steuben and Livingston counties each with 22 weeks school paid, the former 18, and the latter 8 dollars or \$4,000 worth of property. The cities averaged 11, and the villages 21 dollars on \$4,000, each having 40 weeks' school.

On local taxes the cities ran their schools 28 91 weeks, wages \$16.89, tax \$7.03 on \$4,000. The towns 16.03 weeks, wages \$7.08, tax on \$4,000, \$9.64. New York city paid for teachers' wages a lower rate than the average in the twenty-one cities, less than was paid in any one of sixteen, about one-half the rate paid in the villages and in the cities of Binghamton, Cohoes, Long Island City, Schenectady, Troy, and 32 per cent. less than in Elmira.

For all school purposes N. Y. city paid less than the average rate in all the cities; less than in any one of eighteen, and about half the rate paid in the villages and in Binghamton, Cohoes, Long Island City and Troy. The rates in counties and villages differ more widely than in the cities.

Ex-Superintendent Gilmour in his annual report to the Legislature stated "that the cities taxed themselves for maintenance of their public schools more than four times the amount they received from the State; the rural districts raised by tax less than twice that which was apportioned to them from the State's bounty."

His statements are true, they look well on paper, and an oral recital of them sounds well for the cities, yet facts show that the towns paid for all the school purposes a rate of tax (not "amount," but rate) greater than the cities by 26 per cent., and had poorer schools and seven weeks less schooling.

In the matter of teachers' wages, the towns paid a rate greater by 37 per cent., and many of the teachers worked at unreasonably low prices, and during but one or two short terms in a year. If both classes of schools had been run the same length of time, at the "am" rate of wages, the town schools would have cost 490 per cent. more, or nearly six times the rate paid in the cities.

If the teachers' wages had been raised wholly by State tax, it would have been a saving to the towns of over one and a quarter million dollars; and while thus paying equal rates of taxation, the 453,000 children in the cities would have had seven weeks more schooling than the 588,000 children in the town schools, and in far superior schools.

The towns last year paid equal rates with the cities on the three millions for free canals, from which more than half the counties and three quarters of the school districts received comparatively little or no benefit; which expense, it seems to me, could be more justly borne by the general government. The towns also paid equally on the three millions for general purposes, including a building fund towards the twenty million mammoth capitol, the expenses of the Adirondack survey, and running public affairs on the broad gauge metropolitan plan. But when we leave the canal and the forests, in which N. Y. city is more particularly interested and step into the Nursery of the great Empire State to train a million and a half of children for future intelligent citizenship, then from the sparsely settled regions of the State extend our hands to the more favored portions asking aid—pleading not in beggarly tones, but simply asking equal taxation for 28 weeks schooling, knowing that in the rural districts we must necessarily have poorer schools—there comes from the mountains of wealth in the World's Great Metropolis a taunting and autocratic "No?" and Wall street joins in a dispatch to the representatives of the 800,000 country children to go back into the eleven thousand school districts and raise 75 per cent. of all school monies by local taxes, enter into a continuous warfare concerning text books, district boundaries, teachers' wages,—using library money to lighten taxes, and letting excessive local taxation cause enmities among neighbors.

In response it is asked, as the property of the State must educate the children, what sound reason can be given why its aggregation in cities shall relieve it from paying as much on the dollar for educational purposes as is paid by the more thinly diffused wealth of the country? Can it be a greater hardship for N. Y. city to aid Binghamton, than for a wealthy county to aid a poorer? And in either case is the injustice greater than for a wealthy individual to be taxed for the benefit of another, especially when the former has no children of his own to educate? It has been fully demonstrated by the laws of social science that education is a common concern and interest,—that the vice and crime which it is intended to prevent are hedged in by no district, town, or county lines. The incendiary who lays in ashes the wealth of cities, may come from the country; while it is in the wards of cities that the wily politician finds votes against decency and Christian civilization; where ignorance means exposure to vice and corruption, poisoning the home and making good government impossible.

Senator Thomas, in discussion recently on the proposed prohibition amendment, stated that "the liquor traffic cost the state annually over one hundred and fifty-two million dollars to produce murder, outrage, rapine, crime in every form, pauperism, dire, dreadful want, physical impairment, decay, destruction, mental enfeeblement, madness and idocy. The amendment failed to pass to the people for a verdict, and the Legislature enacted a law making "Physiology and Hygiene with special reference to the effects of alcoholic drinks, stimulants and narcotics upon the human system, a regular study in all schools supported by public money or under State control." Would it not be well if the same authority had, by high tariff on liquors, furnished the children between the ages of eight and fifteen with the text-books on this subject, and thus have let the traffic, Haman-like, build its own gallows?

Massachusetts lately passed a law making text-books free and causing a uniformity in each town. New York might act not unwisely to take a hint from her neighbor in causing a uniformity in towns, at least.

From a business standpoint the money expended in the rural districts greatly fails of its object because of a lack of uniformity in text-books, and because of poorly paid, untrained, incompetent teachers, licensed at the bidding of over-burdened local taxpayers.

In corroboration of the foregoing, the following statement as reported to have been made by ex-Superintendent Gilmour while attending the National Association at Baltimore, is cited: Of every dollar that this State expends for public education, seventy-five cents is wasted, because we have not learned to conduct our educational affairs upon a business basis.

Whatever defect our school system may possess, in my opinion prudence dictates that a system of schools long established, should not be changed for light and transient reasons; also experience shows mankind more disposed to suffer while evils are sufferable, than

to right themselves by abolishing the forms to which they are accustomed. But who dares question that the time is fully come when taxpayers have the right, as the property of the State must educate the children, to demand that the taxes shall be made more equitable by increasing the rate of state tax until the public money is sufficient to pay fair wages to teachers for at least 28 weeks in most of the districts?

It is urged by some that N. Y. City is already overburdened with debt, and should be relieved from further increase of the rate of state tax for support of schools. The Commissioners appointed by Governor Tilden in 1875, to devise a plan for the government of cities, say: "In truth, the public debt of the city of New York, or the larger part of it, represents a vast aggregation of moneys wasted, embezzled, or misapplied."

Must the country be unjustly taxed for educational purposes because of maladministration in cities? As well, and with greater consistency, might the five hundred bonded towns, of the nine hundred and thirty-three towns of the State, oppose an increase on the grounds that some of them are already bonded from 1 to 100 of their real value.

The demand for an increase of State tax one-half mill or so, is no more a signal for war between cities and towns, than an effort put forth to protect the human body is a signal for war among its members. Can the head choose whether or not it will feel the disease that attacks the feet? Does the poison injected into one member fail to infuse itself through all? Can N. Y. city, the financial head, choose whether or not it will feel the disease of unjust district taxation, while the towns constitute the very backbone and sinew of the great body corporate of the State?

The pulsation of commerce, the click of the electric telegraph, the hum of the printing press, the voice of history answer, "No!" Living in the sunlight of educational blessings bequeathed us, it is our duty to add new rays, by having universal education so supported by taxes that still richer benedictions will fall upon the children of to-day and upon generations yet to be.

HOW FAR SHALL I HELP THE PUPIL.

It is always a very difficult question for the teacher to settle "How far shall I help the pupil, and how far shall the pupil be required to help himself?" The teaching of nature would seem to indicate that the pupil should be taught mainly to depend on his own resources. This, too, I think, is the teaching of common sense. Whatever is learned should be so thoroughly learned that the next and higher step may be comparatively easy. And the teacher should always inquire when he is about to dismiss one subject, whether the class understands it so well that they can go on to the next. He may, indeed, sometimes give a word of suggestion during the preparation of a lesson, and by a seasonable hint save the scholar the needless loss of much time.

But it is a very great evil if the pupils acquire the habit of running to the teacher as soon as a slight difficulty presents itself, to request him to remove it. Some teachers, when this happens, will send the scholar to his seat with a reproof, perhaps, while others, with a mistaken kindness, will answer the question or solve the problem themselves, as the shortest way of getting rid of it. Both these cases are generally wrong. The inquirer should never be frowned upon; this may discourage him. He should not be relieved from labor, as this will diminish his self-reliance without enlightening him, for whatever is done for a scholar without his having studied closely upon it himself, makes but a feeble impression upon him, and is soon forgotten.

The true way is, neither discourage inquiry nor answer the question for the pupil. Converse with the scholar a little as to the principles involved in the question; refer him to principles which he has before learned and now lost sight of; perhaps call his attention to some rule or explanation before given to the class; go just as far as to enlighten him a little, and put him on the scent, then leave him to achieve the victory himself. There is a great satisfaction in discovering a difficult thing for one's self, and the teacher does the scholar a lasting injury who takes this pleasure from him. The teacher should be simply suggestive, but should never take the glory of the victory from the scholar by doing his work for him, at least not until he has given it a thorough trial himself.—D. P. PAGE.

WORK may be too systematic. A school run by a program, unless there is a soul and spirit in it, is run by a machine, and a machine never has and never will become a teacher.

HOW TO PLANT TREES.

BY SUPT. J. B. PEASLEE.

Location.—The tree must be adapted to the soil which is to become its new home. It would be useless to plant a weeping willow or a swamp cypress on a high, dry, and stony hill. None of the genera which naturally select elevated and dry localities should be planted in low and swampy grounds. The constituents of the soil may vary greatly, but the constant supply of moisture in the new locality should vary but little from that in which the tree to be transplanted originally grew.

Any kind of tree whose stump sprouts freely after its trunk has been cut away will grow readily after transplanting, if the work has been properly done at the right time.

Selecting.—Small trees do better than large ones, and it is better to be to the trouble of taking care of them one or two years longer than to have them grow too long in the nursery row. Trees grown on good soil are better than from poor soil. They have more and better roots, and are in better condition to grow in their new location. Of course, it is not desirable that the soil where they have grown should be so rich as to produce such a growth that the wood will not properly ripen, but sufficient to make a strong, healthy tree. A tree in poor soil has weak, spindling, feeble branches, and, like a starved animal, takes a long time to recover, even when placed in better soil with better feeding.

Cautions.—At the outset it is necessary to bear in mind that the tree is a living body, and that the process of removal interferes with its functions, and when it is displaced from the ground, causing an arrest of the circulation that is constantly going on between the tree and the soil, a severe shock is sustained. Every root-fiber destroyed lessens by so much the chances of success, and when a greater portion of these are gone, the tree is forced to depend on its own vitality to supply a new set of rootlets before growth can take place. When the tree is out of the ground, exposure to the sun or drying winds will cause evaporation, which is very detrimental to the tree, and is a common cause of failure, and one which is often overlooked. If, however, the tree has become shriveled and dried, vitality may often be restored by burying the whole tree for a few days in moist soil; but it is far better not to have it get into condition to need any such remedy, which at best can not restore the tree to its original condition.

Planting.—The place a tree is to be set in should be thoroughly prepared by spading up the soil to the depth of two feet or more; then filling up with loose, rich soil to the proper height. The tree may now be set into the place prepared for it. The surface of the fine soil upon which you set the tree should be adapted to the inequality of the roots, so that the tree will stand erect and alone. While the fine soil is being sifted upon the roots, the tree should be churned up and down with a gentle motion, so there be left no empty space under and around the roots. A pail of water should now be poured on the soil about the roots (this should be done with watering-can or sprinkler), so as to insure their close embrace and to afford some food for the fasting tree.

The soil should not be heaped up around the tree, but pressed down, not too firmly, to the level of the surrounding surface.

The ash, the oak, the chestnut, the hickory, the walnut (black and white), the maple, and the tulip all respond readily to the above treatment.

In case it is very dry at the time of planting, it is a good plan to puddle the soil around the roots, always covering with dry earth. In this way moisture will be retained for a long time. Avoid too deep planting. The roots must not be placed beyond the action of the air; about the depth they were in before removed, or a very little deeper. The roots of young trees grow near the surface,

[*Note.—In sandy soil or in drained ground this will do, but in clayey soil the hole must not be dug too deep, as it forms a reservoir of water which will often kill the tree.]

and the holes should be large enough to allow the roots to be extended their full length without cramping or bending. When filling, press the earth from the first firmly, so as to leave no spaces, and have it compact about the roots. The soil must be finely pulverized and no lumps be allowed in the filling. It will be necessary to use the hand to place the soil in spaces where the spade can not go.

The time of setting.—The proper time is the Spring, when the soil has settled and become warm, so that trees upon being removed begin to start. Earlier than this is not so well, for the sooner the tree begins to grow after being set the more likely to do well. Evergreens often succeed well planted in August; still we would rather risk them in the Spring, just as they are ready to grow. When you would plant early potatoes is a good time to plant trees. Evergreens are the most sensitive of any to drying while being removed, and if once allowed to become dry it is all-day with them; no amount of pains or trouble can restore the lost vitality. For this reason they can be removed but short distances unless very carefully packed.

Pruning.—As more or less of the roots are removed or injured, it is necessary to prune the top when transplanted. This has generally been done by cutting all the branches back; but a better way is to remove a portion of the branches, leaving those strong ones that are in position to give the tree a well-shaped top. If all the branches are left, and the proportion between the tops and roots balanced by cutting all back, in after-growth some of these branches will require to be removed—an injury, perhaps to the tree. This certainly will apply to fruit-trees. Sometimes trees for ornament or shade require to be cut back to make a thicker top or one more symmetrical. Large trees are removed in Winter with a large ball of earth attached to the root, and, though a heavy job, it is the only successful method of doing it. A trench can be dug at the proper distance around the tree, and filled with coarse litter previous to freezing, and also the holes to receive the trees, which will much facilitate the labor.

After large trees are properly transplanted they should be staked, to prevent swaying around by the wind. When the ground is soft the movement of the top creates a displacement of the roots before they have taken any hold of the soil, resulting in injury or death to the tree. Mulching must not be dispensed with. Its object is to keep the soil moist until the roots obtain a strong hold. This may be overdone. Mulch for shade only. A large mass of decaying matter is more hurtful than beneficial.

EDUCATIONAL CALENDAR FOR MAY.

BY N. O. WILHELM.

- May 1, 1672.—Joseph Addison born; English author; essayist; humorist; moralist. Also Wellington born, 1769.
 May 2, 1813.—Chevalier Wickoll, born; author; diplomatist and traveler.
 May 3, 1489.—Machiavelli born; a famous Italian statesman. Also Mahomet II., died 1481; called the "Great;" captured Constantinople, and conquered several nations.
 May 4, 1706.—Prescott born; great American historian; wrote "Conquest of Mexico" and "Conquest of Peru." Also Horace Mann, born 1786; eminent American educator.
 May 5, 1821.—Napoleon I., died; Emperor of France; born in Ajaccio, Corsica; conquered much of Europe; sold Louisiana to the United States; died in exile.
 May 6, 1859.—Humboldt died; German scholar and traveler; wrote "Cosmos," a view of the universe. Also Robespierre, born 1758; a French demagogue; exercised supreme power during the "Reign of Terror."
 May 7, 1816.—John T. Slater born; American philanthropist.
 May 8, 1846.—Battle of Palo Alto. Also Sir W. Hamilton born, 1788; greatest metaphysician.
 May 9, 1805.—Frederic Schiller died; illustrious German poet.
 May 10, 1865.—Jefferson Davis captured.
 May 11, 1871.—Herschel died; a famous astronomer.
 May 12, 1804.—Charles O'Connor born; American lawyer and jurist.
 May 13, 1717.—Maria Theresa born; Queen of Hungary and Bohemia; Empress of Germany.
 May 14, 1686.—Fahrenheit born; eminent German natural philosopher; designed the Fahr. thermometer and other philosophical instruments.
 May 15, 1847.—Daniel O'Connell died; famous Irish orator and political agitator.
 May 16, 1835.—Mrs. Hemans died; an amiable and excellent English poetess. Also Wm. H. Seward born, 1801; eminent lawyer and statesman; war Sec. of State.
 May 17, 1839.—Talleyrand died; a celebrated French diplomatist; once said, "language is given man to conceal his thoughts."
 May 19, 1864.—Nathaniel Hawthorne died; famous American author; born in Mass.; wrote the "Scarlet Letter" and "Marble Faun."
 May 20, 1806.—John Stuart Mill born; eminent English philosopher and economist.
 May 21, 1750.—Stephen Girard born; successful merchant and founder of Girard College.
 May 22, 1688.—Alexander Pope born; popular English poet and critic.
 May 23, 1798.—Thomas Hood born; English poet and writer; author of "Song of the Shirt," "Bridge of Sighs," etc.

May 24, 1833.—National Temperance Convention first met.
 May 25, 1803.—J. W. Emerson born; a noted American writer.
 May 26, 735.—The Venerable Bede died; English Monk and ecclesiastical writer; illustrious for learning and virtue.
 May 27, 1742.—Nathaniel Green born; distinguished American general. Also Noah Webster died, 1843; American philologist and lexicographer.
 May 28, 1807.—Louis Agassiz born; Swiss naturalist of great eminence; wrote on fresh water fish, glaciers, zoology, comparative physiology, etc.
 May 29, 1639.—Charles II. born; King of England.
 May 30, 1431.—Joan of Arc, burnt; a French heroine; called the "Maid of Orleans."
 May 31, 1810.—Horatio Seymour born; American politician; ran for the presidency, but was defeated by Grant.
 *Authorities differ as to date.

For the SCHOOL JOURNAL.

LIVE ANSWERS.

1. Old horse-shoe nails are employed to make the famous steel and twist barrels of fowling-pieces.
2. The empty space in a kerosene lamp is filled with an explosive vapor arising from the oil. If this vapor comes in contact with the burning wick, as it is very liable to do if the lamp is filled while it is burning, an explosion is the result.
3. The Koh-i-noor diamond, the most famous in the world, is in the possession of Queen Victoria.
4. A mosquito's bill has a blunt fork at the head, from the centre of which projects a sharp lance. Two saw-like organs are arranged on either side of the lance, and are used to enlarge the aperture made by the point of it, until the forked bill with the capillary arrangement for pumping blood can be inserted. It is the sawing process that grates so unpleasantly upon the nerves of the victim.
5. Travellers say that in Arabia there grows a plant, the seeds of which produce the same effect as laughing gas.
6. In Cornwall, England, is a pile of granite, which from its resemblance to a cheese-press has been named the "cheese-wring."
7. Mineral wool or silicate cotton is manufactured from mineral refuse, or "slag," by the action of hot air and jets of steam, which transforms it into a light, coherent spongy substance. It makes excellent coverings for forcing-beds, wraps for water pipes and faucets to protect from frost. Placed between the outer and inner surfaces of walls, it is a most excellent protection against the cold of winter and the heat of summer, and the most effective deadener of sound yet discovered. The demand for it is constantly increasing.

For the SCHOOL JOURNAL.

LIVE QUESTIONS.

1. What name is given to an elephant-goad; to the catch that stops a clock from striking; dust sifted from spices, drugs, etc.; basket work that dates are packed in?
2. By what author was small-pox first mentioned?
3. Who were the Abecedarians?
4. What bird is named from its fondness for the seeds of the thistle?
5. From what did the idea of the Corinthian capital (in architecture) originate.

THE AMERICAN INSTITUTE OF INSTRUCTION.

THE AMERICAN INSTITUTE will meet this year at Newport, R. I., July 7, 8, and 9, and thousands of teachers will hail this choice with delight, for a more suitable locality could hardly have been selected. Its great advantages are obvious, as the point for holding the national summer institute and the great multitudes attending from all parts of the country will combine with business an unusual degree of enjoyment. It hardly need be said that of the various routes to the spot, the Fall River line offers to the traveller the strongest attractions in the way of convenience, safety, speed, and absolute comfort.

NEW YORK CITY.

The opening of the New Lyceum Theatre, in Fifth Avenue, is an event of unusual interest. The addition of this theatre to the already large list, affords ground for belief that under Mr. Steele Mackay's management it will present greater advantages and improvements in the way of presenting a high order of drama; and the name of Mr. Louis Tiffany, who has had entire charge of the interior decoration of the theatre, piques one's curiosity, and at the same time quite reassures one's speculation, as to the beauty and general artistic excellence of the interior. It is a comforting conclusion in view of the crude and garish interiors which greet the eye in the majority of theatres in New York City.

ATTENTION comes from interest. Do you remember last Sunday's sermon? Why?

Every day adds to the great amount of evidence as to the curative powers of Hood's Sarsaparilla. It is unequalled for general debility, and as a blood purifier, expelling every trace of scrofula or other impurity. Now is the time to take it. Sold by all druggists.

FOR THE SCHOLARS.

For The SCHOOL JOURNAL.

MEETING OF THE JONESVILLE HISTORY CLUB.

THE EARLY NEW ENGLAND WARS.

A DIALOGUE FOR EIGHT CHARACTERS.

(The members of the club, each wearing a badge marked, "J. H. C." march in and take seats in front of the platform. The President and Secretary sit by a desk on the platform.)

Pres. [Rising and tapping a bell.] The club will please come to order and listen to the secretary's report.

Sec. [Reading.] A meeting of the Jonesville History Club was held in the school building, April 10. After the reading of the secretary's report the club proceeded to debate upon the question, "Resolved, That it is better to be a citizen of the United States than to have been Alexander the Great." After an earnest discussion, in which the members of the club did honor to themselves, to Jonesville, and to the United States, the question was decided in the affirmative. The executive committee then reported that the program for the next meeting consists simply of the reading or relation of stories about Indians, taken chiefly from United States history. This report was accepted, and the meeting adjourned.

Pres. You have heard the report of the secretary; if there is no objection it will be accepted. The club will now proceed with the readings. We will listen first to Mr. William Fry.

William. I will read about the "Visit of Massasoit and his party to the English Colonists." [Reads.] "One beautiful summer morning, as the Pilgrims were preparing for breakfast, they were alarmed at the sight of a large party of Indian warriors coming toward their log cabins. At their head was Massasoit, the great chief; Quadaquim, his brother, and sixty braves made up the party.

"They were armed with bows and arrows, their faces were painted—some black, some white, others red and yellow. A part of them were dressed in skins, some were nearly naked, and all of them were tall, strong men. As the Puritans had lost so many of their number by death during their first terrible winter, they knew they could not fight; all they could do was to make a pretense of getting ready to do so.

"Captain Miles Standish called out his few soldiers in sight of the Indians. They marched, halted, wheeled, and handled their guns in a very lively way, while the captain gave orders in a loud voice. After this display, Edward Winslow ventured to approach the Indians.

"He took with him a pair of knives, a copper chain, and a jewel for Massasoit, and a knife and jewel for his brother; for the party he took biscuits and butter and a pot of 'strong water.' These were all received very politely, and then Massasoit, with twenty chosen braves, went forward to be received by Captain Standish and the Governor of the colony. After a military salute and kissing of hands, they marched with the music of a drum and trumpet to an unfinished house, which had been selected for their reception. A large green rug and some cushions had been laid down for the great chief; and then, with Samoset for an interpreter, Massasoit told them why he had come."

Henry. Mr. President.

Pres. Mr. Henry Wilson.

Henry. If it is in order, I would like to ask a question.

Pres. Mr. William Fry has the floor, but if he is willing you may put your question.

William. I am perfectly willing, Mr. President.

Henry. This Samoset, I understand, was an Indian. Pray how did he know enough about the English language to act as an interpreter?

Charles. Mr. President I think I can answer the question. [The president bows, and Charles relates.]

"A few years before the landing of the Pilgrims, a French ship went ashore on Cape Cod, and the Indians cruelly put to death all on board except one man, an Englishman, who was kept by them as a captive. One day he told them that the Great Spirit would punish them for killing the white men, and give their land to others; but they laughed at him, and said the Great Spirit did not want to punish such a brave nation as theirs. Soon after this a fatal sickness swept the greater part of the tribes away, so that, from nearly three thousand, there was only a few hundred left. After this the Englishman was looked upon with great reverence, and some of the Indians learned to speak his language. Among them was Samoset."

Pres. That answers the question very satisfactorily. Mr. Fry may now proceed.

William. "Massasoit told them that the Great Spirit had been angry with him, and had taken away nearly all his nation, and he had promised that if he would spare them, he would go on a pilgrimage to the Englishmen, and make a treaty of peace that should not be broken.

"This was just what the colonists wanted, and so, in this log cabin, a treaty of peace was made and signed between Massasoit and the colonists which lasted for more than forty years."

Frank. Mr. President, I have found a little incident about Samoset, which I will offer if the club wish to hear it.

Pres. I will take the responsibility of saying that the club will hear it with pleasure.

Frank. Just a short time before the visit of Massasoit, the colonists were startled by seeing a large Indian boldly enter the settlement. He stretched out both hands and said, in broken English: "Welcome, Englishmen! Welcome, Englishmen!"

This was Samoset, who had been sent to the colony by Massasoit to announce his coming.

James. Mr. President, I have a short incident about Massasoit to relate. [The president bows, and James proceeds.] At one time, after the treaty, Massasoit was very sick, and the Puritans heard of it. So they sent some of their number to visit him, and they found the famous medicine-men trying to cure him with their dances and hideous noises. The Puritan doctor gave him a simple remedy that relieved him at once, and in a few days he was as well as ever. Massasoit never forgot this kind act.

Richard. Mr. President, I can add a fact or two about Massasoit. He was a noble old Indian, and was loved and revered by all the tribes that knew him. He had great influence over them, and after the treaty he used it in behalf of the Puritans. The result was that ninety less powerful chiefs made treaties of peace with the English. The only hostile one was Canonius, chief of a small, savage tribe. In reply to Massasoit's invitation he sent to Governor Bradford a bundle of arrows tied together with a rattlesnake's skin—the Indian's declaration of war.

Governor Bradford responded by returning the skin filled with powder and shot. The chief thought this was some fatal charm belonging to the white men, and dared not touch it. It was sent round from village to village, no one daring to keep it, and finally found its way back to the colony.

After that Canonius decided to sign the treaty of peace.

Pres. The time has now arrived at which, in accordance with our constitution, we must adjourn. Are the executive committee ready to report a program for the next meeting?

John. The committee would report that as this interesting subject has not been exhausted, it be continued at the next meeting.

William. I move that the report be accepted.

Henry. I second the motion.

[The president puts the motion, and all vote in favor. The club then adjourns, and all pass out.]

NEWS OF THE WEEK.

The first blow in Afghanistan was struck by the Russians March 30, in an attack upon the Afghan outposts at Penjdeh. The news aroused great excitement in England, and hastened the preparations for war.

Gen. Wolseley, accompanied by his personal staff, arrived at Cairo, April 11. He says he has no idea of abandoning his intention of recapturing Khartoum in the autumn. It is reported that a rebellion against the Mahdi is spreading.

The Prince and Princess of Wales are visiting Ireland, and receive a warm welcome from the majority wherever they go, in spite of the attempt to get up hostile demonstrations. Some rioters at Cork broke through the police lines upon the arrival of the Prince, with apparent intentions of violence, but were driven back by the police.

The Dominion troops were within thirty miles of Humboldt April 13, and making good progress. They expect to reach the Saskatchewan, where the half-breeds are stationed, in a few days.

The arrangements for peace between France and China seem to be progressing favorably. An armistice has been signed and the Chinese forces in Tonquin have received orders to cease hostilities.

An epidemic said to be Asiatic cholera has broken out at Jativa, Spain. Forty new cases and twenty deaths were reported April 7.

Affairs are quieting down at Panama. It is thought that the marines sent from New York will be returned in a couple of weeks.

The reports of Gen. Barrios' death have been confirmed and his successor installed. Honduras has signed a treaty of peace with San Salvador, and has joined the alliance against Guatemala.

The jury in the Fish trial brought in a verdict of guilty, and now the prime movers in the disastrous Grant & Ward failures occupy cells in the same building. Justice has not yet departed this world.

Gen. Grant's condition for the past few days has been slightly improving.

On April 13 an accident occurred that raised a storm of indignation against the builders of cheap houses, such as has been going up so rapidly and so recklessly in New York of late. Eight of these flimsy buildings, in process of construction, collapsed, burying many of the workmen. The contractor is notorious for his disregard of building and sanitary laws, and his evasion of prosecutions. He is not likely to escape punishment very easily this time.

BOOK DEPARTMENT.

NEW BOOKS.

THE ADVENTURES OF TIMIAS TERRYSTONE. By Oliver Bell Bunce. New York: D. Appleton & Co. Cloth, \$1.00; paper, 50 cts.

Readers that come first upon the author's distinct avowal in the preface to the effect that these adventures are not of the doughty sort, will perhaps be inclined to wonder in what the attraction of the story can consist, but any such doubting ones will not have far to read before the interest of this unpretentious narrative becomes apparent. The hero of the tale is surrounded from boyhood with an atmosphere, though humble and quiet, that is decidedly romantic. He is blessed, or shall we say cursed, with a susceptible heart and uncommon attractions for the susceptible hearts of the other sex, and it would seem to be mainly owing to this fact that he is entangled in a curious complication of events, which bring him considerable misery as well as a deal of happiness, in all of which the reader cannot withhold his sympathy while not yet altogether exonerating the hero, as indeed he does not attempt to exonerate himself. His backslidings are mainly such as might well be pardoned by a sinful generation, and his virtues those that might be profitably imitated by the most exemplary. The other characters show a deal of sprightliness and a fresh, hearty humanity that is entirely pleasing. Mr. and Mrs. Alford—particularly the latter—win their way at once to the reader's heart; he is as easily captivated by Janette Soiers, the actress, as was the tender-hearted Timias; equally charmed with the gentle Quaker maiden; amused at the impetuous Rosina; and listens with a like attention to the philosophic observations of Philip Giles.

Beside the thousands that will be delighted with the story, many will take especial pleasure in the conversations between the two peripatetic philosophers, in which are discussed the always fascinating problems of art and love with a liveliness and point that might naturally be expected from the author of "Don't!" And in this connection we presume to make an addition to the prescriptions in general of that popular brochure: namely, "Don't fail to read Timias Terrystone."

METHODS OF TEACHING HISTORY. By A. D. White, W. F. Allen, and others. Edited by G. Stanley Hall. Boston: Ginn, Heath & Co. \$1.50.

This book was intended to be the first of a series devoted to methods of teaching, one volume of which was to be occupied with each of the more important branches of instruction in grammar and high schools. The design in the present volume is to present the modes of instruction employed by eminent specialists, not as systematic treatises aiming to be ultimate and absolute, but in a form calculated to be of the most practical utility to teachers. The book includes eighteen papers on—political economy, archaeological instruction, the use of a public library, advice to an inexperienced teacher, gradation and the topical method, special methods of historical study, and a bibliography of church history; beside there is Col. Higginson's paper, asking "Why do children dislike history?" The editor, in his introduction, says: "The high educational value of history is too great to be left to teachers who merely hear recitations, keeping the finger on the place in the text book, and only asking the questions conveniently printed for them in the margin or back of the book—teachers too, who know that their present method is a good illustration of how history ought not to be taught, and who would do better if opportunity were afforded them." It is almost superfluous to say that papers on such subjects by the minds here represented are of inestimable value to all teachers and students of history.

ADVANCED COURSE OF COMPOSITION AND RHETORIC. G. P. Quackenbos, I.L.D. Revised and corrected by John D. Quackenbos, A.M., M.D. New York: D. Appleton & Co.

The author's First Lessons in Composition was received with so much public favor, that there has certainly been good ground for the introduction of the present work. The volume commences with a condensed history of our tongue, prefaced by a consideration of the origin of language in general. The formation of the English language having been considered, its words are treated with reference both to their origin and the parts they respectively perform in a sentence. Rhetoric proper constitutes the next division of the work, which is followed by a consideration of prose composition.

The distinguishing features of the work are clearness and simplicity. Though the work was prepared for

pupils of an advanced grade, yet every point has been set forth perspicuously and intelligibly.

Exercises have been introduced throughout, which will insure the proper understanding of what has been learned. The careful revision that the book has undergone embraces valuable additions to many chapters of the previous editions, and much that is entirely new. Composition is now receiving a large share of attention in our schools, and this is a timely revision of a work so long a standard on the subject.

NATIONAL ACADEMY NOTES. Edited by Charles M. Kurtz. New York: Cassell & Co. 50 cts.

This includes, as usual, a complete catalogue of the sixtieth spring exhibition. It embraces 95 illustrations, mostly reproduced from drawings by the artists; personal notices of the artists whose works are reproduced, together with a plan of the Academy building and diagrams of the galleries. There are also incorporated some facts concerning the membership and government of the Academy, and a short account of some of the early Academicians. It is published in a supplementary portion of the book. Also, for the convenience of strangers, a supplementary chapter is devoted to a brief consideration of some of the art attractions of the city, and the means of obtaining access to them. The book is in itself a pleasure to look at, and constitutes a complete and charming souvenir of the Exhibition.

THE BLACK DEATH; or, Account of the Great Pestilence of the Fourteenth Century. By J. F. C. Hecker. New York: J. Fitzgerald. 15 cts.

Hecker's Memoir is the standard authority on the history of the Black Death, doubtless the most destructive pestilence that has ever scourged the human race. Its victims are reckoned to have exceeded fifty millions of people. In China 13,000,000 are said to have died, and in the rest of the East nearly 24,000,000. In Europe, London alone lost over 100,000 souls, or considerably more than one half of its population; the proportionate loss of Italy was the same, about one half; and Germany is calculated to have lost one million and a quarter. On a moderate calculation, it may be assumed that the victims of the Black Death in Europe numbered 25,000,000. In view of the expected cholera visitation this work will have special interest at present.

CHINESE GORDON; THE UNCROWNED KING. By Laura C. Holloway. New York: Funk & Wagnalls.

This is a handsome ribbon-tied book compiled from Gordon's private letters, giving his sentiments regarding life, duty, religion, and responsibilities. A portrait of Gordon, in mourning border, adorns the cover.

MAGAZINES.

The *Quiver* for May is particularly noticeable in many respects. The earnestness of all the writers is a striking feature. In the paper on "Sunday-School Addresses" we find much that is worthy of putting into practice. In "Temper—Good and Bad," the Rev. R. H. Lovell says some wise words that should make all persons, whether their temper be good or bad, stop and reflect. "A Plea for Public Play-Grounds" will find an answer in every heart that throbs under city smoke. Dr. John Stoughton continues his "Sunday Thoughts in Other Lands," and this month takes us with him to Dresden, where he stands in awe before the Sistine Madonna and other world-famous paintings. The fiction of this number is as bright as usual. The serials increase in interest, while the new stories open up fresh attractions. Illustrations abound, while music and poetry are judiciously sprinkled through its pages.

The editions of the *Century Magazine* are now so large, that it has become necessary either to go to press at an earlier date, or postpone the day of issue. The latter alternative has been accepted. The April number, the edition of which was 325,000, was delayed until the 25th of March. The May number—edition, 250,000—will be issued on the 1st day of May. Future numbers will be issued on the 1st day of the month of date.

The *English Illustrated Magazine* for April salutes the reader's eye with a frontispiece engraving by Theodor Knesing, from Alma Tadema's picture, "The Baby's Lullaby." This is followed by chapter III. of the serial story by Bret Harte, "A Ship of '49." The illustrations are by Hugh Thompson, engraved by J. D. Cooper. "Highways and Byways" is a profusely illustrated paper by J. E. Panton, and other contributions of strong interest are, "Interviewed by an Emperor," by Archibald Forbes; Hugh Conway's serial, "A Family Affair"; and a peculiarly weird picture poem by Walter Crane, in which the author blends verse and drawing with an effect strikingly original. "An Easter Holiday," by The Penman; and "Imitations of Roumanian Lays" by William Beatty-Kingston are also very inter-

esting. The ornamental friezes, initial letters, head-pieces, etc., that appear throughout the number add greatly to its attractiveness. One cannot but feel that the magazine is too good for the money, and it is a wonder how the publishers can supply it.

Mind in Nature is a new monthly magazine. Published by the Cosmic Pub. Co., 171 West Washington street, Chicago. J. E. Wood, head manager. Among its special contributors are many of the most eminent thinkers in the country.

NOTES.

Mr. F. Marion Crawford has placed a new novel in the hands of Messrs. Macmillan & Co. for immediate publication. It is entitled "Zoroaster, the Prophet," and the scene is laid in ancient Persia.

A portrait of General George B. McClellan is the frontispiece of the *May Century*. Among the other engravings in this number are a full-page picture of Generals Lee and Jos. E. Johnston, taken together after the war, and a full-page portrait of General Grant, from a photograph made in 1864.

Maurice Thompson, the poet and graceful writer of out-of-doors prose, has written a novel, called "At Love's Extremes," which Messrs. Cassell & Company will publish in April. The scene of the story is laid in the mountains of North Carolina.

Messrs. T. Y. Crowell & Co. have in hand for early publication, the manuscript of a new serial story by Miss Mary B. Sleight. Edward Eggleston, the well-known editor and story writer, having read the story in manuscript, says of it: "I do not know that I have ever read—certainly not of late years—a distinctively religious story that pleased me so much. If I were editing a religious paper, I should count it the greatest good fortune to secure a story so admirable as a work of art, and so excellent in its spirit and teachings."

Messrs. A. S. Barnes & Co. announce that they have just concluded arrangements with Rev. Dr. Roswell D. Hitchcock, Rev. Dr. Zachary Eddy, and Rev. Lewis W. Mudge, for a new hymn and tune book, *Carmina Sanctorum*, to be confined to 600 hymns, and to contain the cream of the recent Anglican, German, and American tunes, with the choicest old and familiar tunes long loved, and used in the church and wedded to the hymns. The reduction in number from 1,000 to 600 hymns is accomplished by weeding out hymns that are largely duplicates of each other in substance and expression. It will be a grand marching, fighting book, suitably voicing the courageous piety of the day! A bright and vigorous, cheerful, hopeful, and earnest-working book! It will be issued in editions of hymns only, hymns and tunes for church and choir, hymns and tunes for lecture-room and small congregations. These editions will be made to sell at the very lowest possible price, commensurate with good work, so as to come within the pecuniary reach of all classes and conditions of people.

CATALOGUES, REPORTS, ETC., RECEIVED.

Annual Report of the Louisiana Educational Society, Presented at a meeting held at Tulane Hall, on December 8, 1884. Hon. Louis B. Bush, President.

Charter and By-Laws of the Louisiana Educational Society. New Orleans, 1884.

Fifth Annual Catalogue of the Manual Training School of Washington University, St. Louis, 1884-5. C. M. Woodward, Director.

Report of the School Committee and Superintendent of Schools of the Town of Attleborough. For the year ending Feb. 28, 1885. A. W. Edson, Supt.

Ninth Annual Report of the Superintendent of Free Schools of the State of Delaware, 1885. Hon. T. N. Williams, State Supt., and H. C. Carpenter, Asst. State Supt.

Select Spelling and Pronouncing Lessons. From Appleton's School Readers. New York: D. Appleton & Co.

Warren Public Schools. Ohio. Thirty-Fourth Annual Report of the Board of Education. For the School Year ending Aug. 31, 1884. Edw. F. Moulton, Supt.

Report of the School Committee of the City of Springfield for 1884. A. P. Stone, Supt.

Manual of the Public Schools of Delaware Co., Ind., 1884-5. Issued by order of County Board. J. O. Lewellen, Co. Supt.

Charter and By-Laws of the Louisiana Educational Society. Hon. Louis Bush, President.

The Thirty-Eighth Annual Report of the American Missionary Society, and the Proceedings of the Annual Meeting held in Salem, Mass., Oct. 21-23, 1884. Hon. Wm. B. Washburn, LL.D., President.

Annual Report of J. T. Prince, Agent of Mass. Board of Education, 1884.

Annual Report of the Louisiana Educational Society, Presented at a Meeting held at Tulane Hall, on Dec. 8, 1884.

Fifty-Sixth Annual Report of the Board of Commissioners of Public Schools to the Mayor and City Council of Baltimore, for the year ending Dec. 31, 1884.

Unity Leaflets No. 9. Ten Great Novels. Suggestions for Clubs and Private Reading.

The Southern Pines, Moore Co., N. C. Ninth Annual Report. The N. Y. Society for the Prevention of Cruelty to Children. Dec. 31, 1883. Elbridge T. Gerry, President.

Annual Report of the Pawtucket School Committee, for the year 1884-5. Alvin F. Pease, Supt.

The "American Missionary," N. Y. Published by the American Missionary Association.

HORSFORD'S ACID PHOSPHATE.

BEWARE OF IMITATIONS.

Imitations and counterfeits have again appeared. Be sure that the word "Horsford's" is on the wrapper. None are genuine without it.

THE Kansas law providing for county uniformity of text-books provides, (1) that the annual school meeting of any district may indicate by majority vote its desire for county uniformity; (2) that when a majority of all the districts in any year vote in favor thereof, the county superintendent shall call for the selection of a county text-book board, consisting of one person for each township (selected by the school board of that township), whose duty it shall be to select and prescribe text-books in each branch of study; (3) that publishers shall, before such books are prescribed, file with the county superintendent a guaranty of price, quality, and permanence of supply, supported by bond in such sum as the text-book board may determine; (4) that the use of the books so adopted shall be mandatory; (5) that such text-book boards may be selected once in every five

years; (6) that cities of the first and second class may join in this uniformity, at their option; (7) that all districts may take advantage of the provisions of this act.

A VERY interesting and novel undertaking in the way of travel is now in contemplation by Mr. Thomas Stevens, the cyclist, who has lately arrived in Boston at the completion of his cycling trip across the continent. He proposes to start immediately upon a trip which will complete his circuit of the globe on a bicycle. In conversation with a reporter he said: "I shall take my 50-inch expert Columbia. I shall carry a change of clothing, a light rubber coat, and writing materials, all securely fastened to the machine. I shall depend upon purchases en route for needed supplies. I shall sail on the steamer City of Chicago from New York on April 9th for Liverpool, whence the formal start will be made May 1st. I shall go to Dover, sail across the Strait to Calais, wheel to Paris, through France and Germany to Vienna, through Austria and Turkey, and via the valley of the Danube, to Constantinople, cross over to Scutari,

in Asiatic Turkey, touching at Erzeroum and other points in Persia. I expect to reach Teheran, the capital of Persia, some time in the fall. I shall probably winter at that city or at Bokhara, Turkestan, resuming my journey early in the spring. I shall wheel into the Chinese empire, and attempt to go through the empire, via the valley of the Yang-Tse-Kiang, to Shanghai. After crossing the Chinese empire, I shall proceed to Japan, and there shall end my wheel ride, having made the entire land journey around the globe on a bicycle. I shall take steamer for San Francisco, and probably stop over one steamer at Sandwich Islands. I anticipate it will require about 18 months, and the entire wheeling distance will be 18,000 miles, at least."

AMONG the many periodicals that come to us, few receive a more careful perusal than the SCHOOL JOURNAL, published by Messrs. E. L. Kellogg & Co., 25 Clinton Place, New York. So far as we can judge, it has no superior as a practical help to the teacher; and we do not see how any conscientious educator can do without it. There are many so-called educational journals, but most of them contain very little matter that can be turned to practical use in the school-room.—The Voice.

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CASH CAPITAL.	\$5,000,000 00
Reserve Premium Fund.	2,847,000 00
Reserve for Unpaid Losses and Claims.	405,708 64
Net Surplus.	1,141,739 91
CASH ASSETS.	\$7,393,080 55

SUMMARY OF ASSETS.
Cash in banks, \$251,736 41
Bonds & Mortgages, being 1st lien on R.R.'s 1,000,400 00
United States Stocks (market value), 2,845,832 00
Bank & U. S. Stocks & Bonds (net value), 1,040,400 00
State & City Bonds (market value), 222,000 00
Loans on Stocks, payable on demand, 354,050 00
Interest due on 1st January 1885, 106,682 45
Premiums uncollected & in hands of agents, 325,009 72
Real Estate, 615,168 97

TOTAL, \$7,393,080 55

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"And the only way I ever got"
"Relief!"
Was by throwing up all my stomach contained. No one can conceive the pains that I had to go through, until

"At last!"
I was taken! "So that for three weeks I lay in bed and
Could eat nothing!
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Efforts were no good to me.
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Allston, Boston, Mass.
Columbus Advocate, Texas, April 21, '83.
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SOME one has punctured the absurdities of the "Concord philosophers," as the Emersonians of New England style themselves, with these spear-points of verse.

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We chase the gruesome When,
And hunt the Itness of the What
Through forests of the Then.
Into the inner consciousness
We track the crafty Where;
We spear the Ergo tough, and beard
The Ego in his lair.

With lassoes of the brain we catch
The Itness of the Was,
And in the copses of the Whence
We hear the Think bees buzz.
We climb the slippery Which bark tree
To watch the Thussess roll,
And pause betimes in gnostic rhymes
To woo the Over-Soul.

A LITTLE boy, on returning from Sunday-school recently, when asked by his mother, "What was the golden text?" in stantly replied, "Hold a grater to Solo mon's ear." For a moment the mothe was puzzled, and then could not restrain her laughter as the true text came to her—"Behold, a greater than Solomon in here."

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In Canada.—"Well, wife, I suppose we ought to call on the Mandelbaums, hadn't we?" "Yes, dear, I suppose so, but they are horribly common people; just think, they only stole \$13,000."—*Boston Post.*

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SAID one of our city clergymen on Sunday: "If architecture be frozen music there will be terrible noises when some of our New England churches thaw out."—*Boston Transcript.*

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At a boarding school, one evening, a young Spaniard, who had just begun the study of English grammar, wished to be helped to some boiled tongue. "Mime," he said to the girl who sat at the opposite side of the table, "I will thank you to pass me the language."

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